DOCUMENT RESUME
ED 424 350

RIE VOL.34 NO.4.
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Resources in Education (RIE). Volume 34, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 424 351   CE 076 411

Literacy across the Curriculum--Media Focus (LAC/MF). Connecting Literacy, Media, and Technology in the Schools, Community, and Workplace, 1998.
PUB DATE- 98
NOTE- 114p.; Number 4 revises the title to: "Literacy across the Curriculumedia Focus." For volume 9, 1993-1994, see ED 378 362.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Philosophy; Educational Practices; Educational Resources; *Educational Technology; Foreign Countries; *Literacy Education; Teaching Methods
IDENTIFIERS- Canada; International Adult Literacy Survey; *Literacy Across the Curriculum; *Media Literacy

This document consists of the four issues of a newsletter published during 1998. Typical articles explore topics in literacy education, media, and technology: "Not a Myth but a New Reality: What IALS International Adult Literacy Survey - like Tests Measure" (John Comings); "Who Will Train the Teachers?" (Winston Emery); "Drawing More Links to Literacy"; "How One Teacher Links Drawing and Writing" (Isa Helfield); "The Janus Project"; "Faith, Hope and Data: Are They Compatible?"; (Linda Shohet); "Remembering Paulo Freire"; "Faith, Hope and Charity: What Adult Education 'Means'" (Allan Quigley); "Media Literacy, Information Technology" (Chris Abbott); "Adult Literacy and Technology" (Donald Strong); "Adult Competency Assessment: What Is Being Measured?"; "Getting Past Either/Or" (Linda Shohet); "Behaviour and Beliefs

ED 424 368 CE 077 261

Smith, Jim; Spurling, Andrea
Individual Lifelong Learning Accounts: Towards a Learning Revolution.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Educational Change; *Educational Finance; Educational Policy; *Financial Support; Foreign Countries; *Government School Relationship; *Lifelong Learning; Models; Position Papers; Postsecondary Education; Program Development; Program Implementation; Public Policy; Systems Approach
IDENTIFIERS- *Individual Lifelong Learning Accounts; Learning Society; *United Kingdom

Individual lifelong learning accounts (ILLAs) promise to improve the way postschool education and training is financed in the United Kingdom. ILLAs should comprise three distinct functions: save to learn (all individuals would be allowed to save into a special account dedicated to learning); borrow to learn (account holders could borrow for learning through overdrafts or medium-term loans); and credit to learn (account holders would be allowed to gather vouchers or credits to buy or partially pay for specified learning). ILLAs would be held and operated by individuals on a lifelong basis, and only the individual ILLA holder would have the authority to use the account for spending on learning. The proposed model for ILLAs would allow single learning transactions to be financed with funds from savings, loans, and vouchers/credits. The proposed ILLA system would encourage individual commitment to learning, support the development of social commitment to learning, and give lifelong learners a long-term stable financial context in which to seek guidance and pursue a progressive learning plan. Britain's government has shown considerable interest in the potential of voluntary ILLAs and will likely develop a three-function prototype ILLA infrastructure aimed at people in the workplace. (Contains 11 figures) (MN)

ED 424 369 CE 077 262

Yeomans, Keith
Learners on the Superhighway? Access to Learning via Electronic Communications. Winston Churchill Fellowship Report.
SPONS. AGENCY- Winston Churchill Memorial Foundation.
PUB DATE- 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Comparative Analysis; Distance Education; Educational Cooperation; Educational Needs; Educational Planning; *Educational Policy; Educational Practices; *Educational Technology; Educational Trends; *Foreign Countries; Government Role; Government School Relationship; *Internet; Private Sector; Public Sector; School Business Relationship; Strategic Planning; *Telecommunications; Trend Analysis

ED 424 386 CE 077 296

Ruetz, Nancy

Effective Communication. Improving Reading, Writing, Speaking, and Listening Skills in the Workplace. Participant's Guide. Workplace Education. Project ALERT.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 97

NOTE- 65p.; For other "Project ALERT" reports, see CE 077 287-302.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Basic Skills; Communication Skills; *Instructional Materials; Learning Activities; *Listening Skills; *Reading Skills; *Speech Skills; Staff Development; Transfer of Training; *Workplace Literacy; *Writing Skills

This companion document to an instructor's guide for a 30-hour course on effective communication begins with a list of course objectives, expected outcomes, and prerequisites. Lessons are organized into the following categories: introductory lessons; reading lessons; writing lessons; listening and speaking lessons; and newsletter production lessons. Materials for each lesson include the following: a section titled "before you begin" that helps the student get ready by answering questions or writing responses; exercises; answers for self-check; and a section titled "key points to remember" that is provided for the student to record what he or she thinks is most important to remember. Appendixes include a glossary and answer key. (YLB)

ED 424 387 CE 077 297

Blount, Joan, Comp.; Ruetz, Nancy, Ed.

Interpersonal Communication & Problem Solving. Workplace Education. Instructor's Guide (Revised Edition for Publication). Project ALERT.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 96

NOTE- 149p.; For other "Project ALERT" documents, see CE 077 287-302.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Basic Skills; *Communication Skills; Instructional Materials; *Interpersonal Competence; Learning Activities; Listening Skills; *Problem Solving; *Social Cognition; Staff Development; Teaching Guides; *Workplace Literacy

This instructor's guide contains materials for a 40-hour course that explores interpersonal communication and improves participants' ability to communicate with fellow workers and family members. A title page provides a course description with target audience and general objective. An introduction covers design of the 10-week course, with 2 2-hour sessions per week; how to teach adult plant workers effectively; planning teaching; testing; and study techniques. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of teaching strategies and principles, instructor's

ED 424 404 CE 077 341

Kucker, Marsha; Smith-Rockhold, Gloria; Bemis, Dodie; Wiese, Vickie
Parents as Partners in Career Education.
SPONS. AGENCY- South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Development; *Career Education; Elementary Secondary Education; Nontraditional Occupations; *Parent Participation; *Parent Role; Parent School Relationship; *Parent Student Relationship; Resources

This document is a compilation of materials on improving parent involvement in career education. Section 1 contains the following informative materials and exercises: a parent's guide to the career development alphabet, involvement continuum, self-assessment, influences on parents' career decisions, and parental influence exercises; and sample action plan for parent involvement. Section 2 provides information on the following: the changing workplace, future trends, job skill level changes, fastest growing occupations, earnings in various occupations, nontraditional careers, career decision making, and job clusters. The materials in section 3 focus on why parents should be involved: how parents make a difference, helping teens identify interests and abilities and acquire skills, parental involvement checklist, and tool for planning family involvement. Section 4 provides materials on how parents can be involved: parent roles in education, investigating careers activities, parent checklist for school-to-careers involvement, and tips for parents of elementary students and of middle and high school students. Section 5 considers barriers to parental involvement and ways to overcome them. Section 6 provides these resources: chart of cross-curricular career education standards, equity/diversity activities for educators and parents, annotated listing of 115 resources for supporting children, 17 references, descriptions of 18 websites, and list of 5 resources for parents. (YLB)

ED 424 405 CE 077 343

Camp, William G.; Case, Rebecca; Dean, Anne; Fannon, Cindy
A National Study of the Supply and Demand for Teachers of Agricultural Education in 1995.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Demography; Educational Research; Secondary Education; Teacher Attitudes; Teacher Employment; *Teacher Supply and Demand; *Vocational Education; *Vocational Education Teachers

The 31st annual national survey conducted a census of the field of public school agricultural education to determine the situation regarding the supply and demand of teachers in the United States in 1995. Supply data came from teacher education

ED 424 421 CE 077 399

Training of Teachers/Trainers in Technical and Vocational
Education. UNEVOC Studies in Technical and Vocational
Education, Number 11.
PUB DATE- 97
NOTE- 115p.; Product of the International Project on Technical and Vocational Education (UNEVOC). Includes the Final Report and selected papers from the UNEVOC International Round Table on Training of Teachers/Trainers in Technical and Vocational Education (Curitiba, Brazil, April 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Economic Development; Educational Change; *Educational Needs; Educational Practices; Educational Trends; Financial Support; *Foreign Countries; Needs Assessment; Partnerships in Education; Position Papers; Postsecondary Education; School Business Relationship; Secondary Education; Social Change; *Teacher Education; Technological Advancement; *Trainers; Trend Analysis; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Africa; Asia; Jamaica; Pacific Islands; Pakistan; Poland

This document contains nine papers about and from an international roundtable on the training of teachers in technical and vocational education. The first paper, a Final Report of the "International Round Table on Training of Teachers in Technical and Vocational Education (Curitiba, Brazil, 7-10 April 1997)," examines the following: sociopolitical contexts of technical and vocational teacher education; partnerships and linkages with industry; technical and vocational curricula; the status of technical and vocational teachers; technical and vocational teacher education models and programs; program financing; and future activities. The following discussion papers constitute the remainder of the report: "Training of Teachers/Trainers in Technical and Vocational Education; Position Paper" (R. Barry Hobart); "Challenges of Current Social, Economical and Technological Developments and Need for Reforms/Renovations in Training of Teaches in Technical and Vocational Education" (C.K. Basu); "Training of Teachers/Trainers in Technical and Vocational Education" (Mavis Bird); "Training of Teachers/Trainers in Technical and Vocational Education in Pakistan" (Muhammad Hadi Gyavri); "Challenges and Prospects in the Training of Technical and Vocational Education Teachers/Trainers in Africa" (B. Wanjala Kerre); "Training of Teachers and Trainers in Technical and Vocational Education in Jamaica" (Lurlienne Miller); "Recent Innovations in the Training of Teachers/Trainers in Technical and Vocational Education and Training in Asia and the Pacific" (M.A. Qureshi); and "Training of Teachers in Technical and Vocational Education in Poland" (Stefania Szczurkowska). (MN)

ED 424 422 CE 077 400

Singh, Madhu
School Enterprises: Combining Vocational Learning with
Production. International Project on Technical and Vocational
Education (UNEVOC).
PUB DATE- 98
NOTE- 63p.

ED 424 440 CE 077 434

Problem Solving Techniques Seminar.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 43p.; For related documents, see CE 077 418-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Decision Making; *Decision Making Skills; Employer Employee Relationship; Management Teams; On the Job Training; *Participative Decision Making; *Problem Solving; *Quality of Working Life; *Teamwork; Thinking Skills; *Work Environment; Workplace Literacy

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. Six problem-solving techniques are developed in the booklet to assist individuals and groups in making better decisions: problem identification, data gathering, data analysis, solution analysis, solution implementation, and problem prevention. The first part of the booklet concentrates on applying these steps to an individual problem, and the second section talks about problem solving in a group. Examples from a simple job-related problem are used. A discussion of brainstorming and a description of methods for organizing and recording data conclude the booklet. (KC)

ED 424 441 CE 077 435

Quality Assurance.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 37p.; For related documents, see CE 077 418-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Management Teams; On the Job Training; *Participative Decision Making; *Quality Control; *Quality of Working Life; Reliability; Standards; *Statistical Analysis; Teamwork; Work Environment; Workplace Literacy
IDENTIFIERS- *Quality Assurance; *Statistical Process Control

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. The booklet contains five sections that cover the following topics: (1) importance of reliability; (2) meaning of quality assurance; (3) historical development of quality assurance; (4) statistical process control; and (5) statistical tools (checklist, fishbone, flowchart, histogram, control chart, run chart, pareto chart, and scattergram). (KC)

ED 424 442 CE 077 436

Total Quality Management Seminar.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98

ED 424 459 CE 077 468

The Machinery of Management: Team Building (MM4). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 75p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; Conflict Resolution; Curriculum Guides; Decision Making; Employment Potential; Instructional Materials; Interpersonal Competence; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Problem Solving; Production Technicians; Supervisors; *Supervisory Training; Teacher Education; *Team Training; *Teamwork; Transfer of Training; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on team building--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach critical thinking and problem solving skills. Objectives include the following: demonstrate ability to differentiate, sort, and classify information; solve problems and arrive at decisions as a team member in a work setting; identify appropriate workplace and classroom behavior; identify appropriate problem solving strategies; demonstrate ability to apply or transfer skills learned in one job situation to another; identify situations in which action should be preceded by getting prior consent or advice from supervisors of instructor; demonstrate appropriate ethical behavior for work and classroom; demonstrate ability to solve interpersonal conflicts on the job; and identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion. (YLB)

ED 424 460 CE 077 469

Math for Textile Technicians. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

ED 424 476 CE 077 485

Success Skills for the Textile Industry: Problem Solving (SS3). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 43p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; Postsecondary Education; *Problem Solving; Promotion (Occupational); Skill Development; *Stress Management; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on problem solving is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for problem solving; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on problem-solving and stress-management techniques to use in the workplace. (KC)

ED 424 477 CE 077 486

Train-the-Trainer: Developing Workplace Curriculum, Part I (TT1). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 18p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills;

ED 424 496 CG 028 773

Schmidt, John J.
Counseling in Schools: Essential Services and Comprehensive Programs. Third Edition.
PUB DATE- 99
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling Techniques; *Counselor Role; Elementary Secondary Education; Guidance Centers; *Guidance Programs; Program Development; *School Counseling; School Guidance

This text provides a programmatic overview of the practice of school counseling and advocates for comprehensive programs of essential services. Chapter topics include: (1) "The School Counseling Profession," which covers development of the field and professional identity; (2) "Comprehensive School Counseling Programs," which discusses the definition and purpose, facilities and resources of a school counseling program; (3) "The School Counselor," which discusses the varying roles, training, and credentials of school counselors; (4) "Essential Services," which distinguishes the counseling, consulting, coordinating, and appraising functions; (5) "Developing a Comprehensive Program," which includes planning, organizing, implementing, and evaluating functions; (6) "Individual Counseling and Group Procedures," which discusses the goals and processes of working with individual students and groups; (7) "Collaboration with School and Agency Professionals," which elaborates on the consultant role, school services, and community agencies; (8) "Student Appraisal," which discusses selection and use of standardized tests and assessment instruments; (9) "Educational Planning and Career Development," which covers educational and career guidance functions; (10) "Evaluation of a School Counseling Program," which covers program and counselor evaluation; (11) "Professional Ethics and Legal Issues"; and (12) "School Counseling Today and Tomorrow." (EMK)

ED 424 497 CG 028 774

McCarthy, Christopher; Mejia, Olga L.; Liu, Hsin-tine Tina; Durham, Ama C.
Cognitive Appraisal Theory: A Psychoeducational Model for Connecting Thoughts and Feelings in Multicultural Group Work.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (To Environment); *Affective Behavior; Cognitive Measurement; Cognitive Style; College Students; *Cultural Influences; *Diversity (Student); Emotional Experience; *Group Counseling; Higher Education; *Multicultural Education; Psychoeducational Methods

A cognitively oriented psychoeducational model based on appraisal theory is introduced in this paper for helping participants

ED 424 518 CG 028 805

Norum, Karen E.
Living the Research: Stories from Homeless Youth.
PUB DATE- 97
NOTE- 28p.; Paper presented at the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY) Annual Conference (Columbus, OH, October 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Art Therapy; At Risk Persons; Children; Dropouts; Early Parenthood; Educational Policy; High Schools; *Homeless People; *Poverty; Public Schools; Runaways; *School Counseling; *Transient Children; Youth Problems
IDENTIFIERS- *Murals

There is an alarming trend in homelessness: children aged 17 and younger are the most rapidly growing group of the homeless; families continue to be a growing group of the homeless; and many people who are homeless were raised or have lived in the suburbs. Homelessness is no longer an inner-city phenomenon. Three homeless youth were interviewed during their stay at a shelter for the homeless. The lives of Tristan, Gillian, and Keith, and Gillian's two children, are presented as examples of these trends. Although their stories are not the stories of all homeless youth, they fit within the range of what homeless youth experience. Many "street kids" report leaving unbearable home situations. In Denver some have expressed the reality of their lives through an art therapy project called "Urban Peak Homeless Youth Advocacy" Murals. The murals are described and descriptions of what life was like living on their own are presented in the words of these three young people. The research suggests public schools are in a position to be of service to homeless youth. Tristan, Gillian, and Keith share their perspectives on how public schools could better serve homeless youth. (Author/EMK)

ED 424 519 CG 028 806

Norum, Karen E.
Enlighten Me, Don't Lose Me: Homeless Youth and the Education System.
PUB DATE- 96
NOTE- 27p.; Paper presented at the National Association of State Coordinators for the Education of Homeless Children and Youth (NASCEHCY) Annual Conference (Nashville, TN, October 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; Children; Dropouts; Educational Policy; Elementary Secondary Education; *Homeless People; *Poverty; *Public Schools; Runaways; School Attendance Legislation; *School Counseling; School Policy; *Transient Children; Youth Problems

America is called the "Land of Opportunity." Popular stories help to develop and perpetuate a mental model that says anyone can make anything of themselves. Education is promoted as the great equalizer; it is believed that anyone can go to high school in the United States, and even to college if they try hard enough. This mental model is challenged through exploring the plight of

ED 424 539 CG 028 871

Model for Utah Comprehensive Counseling and Guidance Programs.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Career Education; Career Guidance; Elementary Secondary Education; *School Guidance; State Standards
IDENTIFIERS- *Comprehensive Guidance Program Model (Gysbers); *Missouri Comprehensive Guidance Program Model; Utah

The Utah Comprehensive Counseling and Guidance Model is designed to assist students through specific self-appraisal and self-improvement activities to better enable them to effectively plan to meet educational and career goals. The model is presented with information required to implement the program. Chapter contents include: (1) "Conceptual Framework," which delineates the mission statement, rationale, benefits, assumptions, and program elements; (2) "Structural Framework," which describes the steering committee, advisory committee, staffing patterns, guidance resources, departmental budget, facilities and space; (3) "Process of Delivery," which describes the Comprehensive School Guidance Program and lists the major components in a table, discusses individual planning, and describes responsive services, system support, and time allocations; (4) "Content Areas and Student Competencies," which lists competencies by area and level; (5) "A Strategy for Implementing the Comprehensive Counseling and Guidance Program," which covers guidelines, strategy, and resources; (6) "Evaluation of Effectiveness," which includes personnel, program, student, and resource evaluation. Appendixes are: (A) "NOICC National Occupational information Coordinating Committee Competencies and Indicators" for elementary, middle, high school, and adult levels; (B) "Sample Counselor Job Descriptions; (C) "Funding Procedures"; (D) "Guidelines for the SEOP"; and (E) "National Career Development Guidelines and Staff Competencies." (EMK)

ED 424 540 CG 028 873

Smith, Maureen C.; Walden, Tedra A.
Emotion Regulation in Children with Down Syndrome.
PUB DATE- 98
NOTE- 11p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Affective Behavior; Children; *Downs Syndrome; Elementary Secondary Education; *Emotional Development; *Emotional Experience; Preschool Education

This study presents a preliminary exploration of emotion regulation in a sample of 20 children (ages 3-18 years) with Down Syndrome. Three aspects of emotion regulation (modulation, organization, flexibility) were predicted from emotion variables (affect intensity, affective expression, and autonomy-curiosity and motivation) in backward regression models.

ED 424 561 CS 013 287

Keeshan, Bob, Comp.
Books To Grow By.
PUB DATE- 96
NOTE- 258p.; Illustrated by Kyle Corkum.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Early Childhood Education; *Reading Material Selection; Reading Materials; Values; *Values Education

Compiled by Bob Keeshan, TV's "Captain Kangaroo," this book is a reference guide for books appropriate for children through age eight. Books are organized alphabetically, according to children's age group, and include Bob Keeshan's comments as well as author, publisher, publishing date, and price. Each entry also lists values the book teaches, awards the book has won, and other books written by that author. Special features in the book include an introduction from Keeshan on the importance of stories as a way of teaching values to children; guidelines for choosing books for different age ranges; and indexes of titles, ages, and values. (RS)

ED 424 562 CS 013 290

Balajthy, Ernest
Trends in Literacy Software Publication and Marketing: Multicultural Themes.
PUB DATE- 96
NOTE- 26p.; Paper presented at the National Reading Research Center Conference on Literacy and Technology for the 21st Century (Atlanta, GA, October 4-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Uses in Education; Elementary Education; Ethnic Discrimination; Ethnic Groups; *Hispanic American Literature; *Literacy; Marketing; *Multicultural Education; Publishing Industry; *Reading Instruction

This article provides data and discussion of multicultural theme-related issues arising from analysis of a detailed database of commercial software products targeted to reading and literacy education. The database consisted of 1152 titles, representing the offerings of 104 publishers and distributors. Of the titles, 62 were identified as having multicultural themes. Major conclusions from an examination of these products included: (1) the number of multilingual titles, especially for Spanish, is fairly substantial, but the number of multicultural titles is limited; (2) few titles are available beyond the primary grades, especially for struggling readers; (3) publishers appear to put low priority on development of software for smaller markets, such as non-Hispanic language groups and less familiar cultures and societies. (Contains 22 references; appendixes contain 3 tables of data and a 13-item list of software publishers and distributors.) (Author)

ED 424 581 CS 216 518

Warner, Mary
Western Carolina University's Model of Integrating Information Literacy: Partnering the First Year Composition Instructor, Students and a Personal Librarian.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Descriptions; *Freshman Composition; Higher Education; *Information Literacy; *Integrated Curriculum; *Librarian Teacher Cooperation; Models
IDENTIFIERS- *Western Carolina University NC

First-year composition courses (particularly the semester course devoted to exposition, argumentation, and research) were the site at Western Carolina University for an alliance between professors and librarians as they attempted to integrate information literacy. Librarians developed six modules to teach "The Big Six Skills Approach to Information Problem Solving": (1) task definition, (2) information seeking strategies, (3) locating and accessing information, (4) using information, (5) synthesis (organizing information from multiple sources and presenting the information); and (6) evaluation. Each librarian was assigned to a cluster group of 4 or 5 English composition instructors, allowing English instructors to identify the most logical sequence for the skills to be presented in their class as well as to inform the librarians of specific paper assignments. Examples use the first three information skills to show how they were integrated into courses, as librarians, in discussion with individual instructors, determined the actual assignments that would allow the students to practice the literacy skill, the topics most applicable to the papers students were required to write, and the time needed for instruction. (Guidelines for evaluating web sites are attached.) (SR)

ED 424 582 CS 216 519

Ma, Guoping
Sequencing in Literature Instruction.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Curriculum Development; Developmental Stages; Elementary Secondary Education; Higher Education; *Literature Appreciation

Literature, as a unique discipline and a core course offered from kindergarten through college, lends itself as a wonderful yet daunting subject for the study of sequencing strategies on both macro (curriculum) and micro (course) levels. Current literature instruction mainly involves such sequencing

ED 424 603 CS 509 931

Yates, Bradford L.
Achieving Scientific Literacy through the Mass Media and Other Communication Technologies: A NASA Perspective.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Florida Communication Association Meeting (St. Petersburg, FL, October 16-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Information Sources; *Internet; *Mass Media; Outreach Programs; Qualitative Research; Questionnaires; *Science Education; *Scientific Literacy; Telephone Surveys
IDENTIFIERS- Face to Face Communication; *National Aeronautics and Space Administration

A qualitative research approach was used to investigate the National Aeronautics and Space Administration's (NASA) educational efforts in achieving scientific literacy through mass media and other communication technologies. Six in-depth telephone interviews were conducted with various NASA education and public affairs officers throughout the country. Findings revealed a distinction between public information and educational efforts. Face-to-face interaction was identified as the most effective information delivery system; however, the Internet and mass media play a prominent role in NASA's educational outreach plan. Future research should examine the mass media's perspective on achieving scientific literacy. Another area of exploration should target teachers and students to see whether they are benefiting from NASA's educational efforts. (Contains 26 references; interview questionnaire is appended.) (Author/NKA)

ED 424 604 CS 509 933

Vanderslice, Stephanie
How To Save Your Husband's Life: Health Reporting and the Rhetoric of Responsibility in the Late Nineties Women's Magazine.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Health Promotion; Higher Education; *Periodicals; Responsibility; *Sex Role; *Sexism in Language; *Spouses; Writing Assignments; Writing Instruction
IDENTIFIERS- Gender Issues; *Health Communication; Popular Magazines; Spouse Role; *Womens Magazines

A search of women's magazines yields countless missives on the virtues of female vigilance not only in protecting personal health but also in protecting spouse and family health. Indeed, the face and content of women's magazines has changed remarkably little from their 18th- and 19th-century predecessors, which circumscribed the ideology of femininity and family to the domestic arena of home and family. Kathryn Shevelov explains that the women's magazine creates a community

ED 424 623   EA 029 385

McLaughlin, Margaret J.; Rhim, Lauren Morando; Henderson, Kelly
Blended Resources at the Local Level: An Analysis of Five
  Districts' Models.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Diego, CA, April 13-17,
  1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consolidated Schools; Cooperative Education;
  Educational Change; *Educational Cooperation; Elementary
  Secondary Education; Government School Relationship; Models;
  *Special Needs Students; Special Programs
IDENTIFIERS- Elementary Secondary Education Act Title I

More and more legislatures are introducing program consolidation to assist districts anxious to increase flexibility and reduce fragmentation among categorical programs. To assess this strategy, findings related to efforts to achieve greater flexibility and consolidation of resources across special education, Title I, and programs for language-minority students in five local school districts are presented here. For this study, program consolidation refers to the margin of the delivery of federal education programs. The findings were derived from a 3-year investigation of education-reform initiatives implemented in local school districts in five states, with an emphasis on the initiatives' impact upon students with disabilities. The specific strategies that each district used to blend funds and other resources across targeted programs are discussed along with a cross-site analysis identifying similarities and differences in tactics. In addition, conclusions are drawn regarding factors that contributed to or impeded effective program consolidation efforts, followed by recommendations for districts contemplating greater program blending. Results indicate that program consolidation coupled with schoolwide ownership of all students may provide previously untested opportunities to contribute to the delivery of the best educational services in a more efficient manner to all students. An appendix summarizes the five districts' profiles. (Contains 19 references.)(RJM)

ED 424 624   EA 029 387

Rhim, Lauren Morando
Franchising Public Education: A Study of the Linkage of Charter
  Schools and Private Education Management Companies in
  Massachusetts.
PUB DATE- 98
NOTE- 52p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (San Diego, CA, April 13-17,
  1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Charter Schools; Economic Impact;
  Educational Change; Elementary Secondary Education;
  *Franchising; Free Enterprise System; Privatization; *Public
  Education; *School Business Relationship
IDENTIFIERS- *Massachusetts; *Profit Making

ED 424 643 EA 029 409

Townsend, Tony
Does Money Make a Difference?
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Finance; Educational Trends; Elementary Secondary Education; *Federal Government; Foreign Countries; *Government School Relationship; *Political Attitudes; Politics of Education; *Resource Allocation; School Restructuring
IDENTIFIERS- *Australia

The international trend of shifting educational management responsibilities to the schools themselves has exerted a powerful influence on education over the past 20 years. Many reasons have been given for the emergence of the self-managing school, and an analysis of the most important reasons are examined here. The paper focuses on education in Australia and on the effects of recession. It argues that politicians have used fiscal crises to divert funds from public education to increase funding for nongovernment schools. The text explores the purpose of resource allocation; examines the research surrounding the education-production function model; details the impact of the class-size debate; discusses the role of education funding in Australia with the idea of determining if such funding is driven by efficiency or by ideology; and provides two case studies, in Victoria, Australia, and in Auckland, New Zealand, to illustrate parts of the argument. It is suggested that there has been a deliberate attempt to ensure that the most advantaged students in Australia will stay that way, as illustrated by the fact that when retention rates for government school approached those of nongovernment schools, government funding decreased. (Contains 43 references and 9 tables.) (RJM)

ED 424 644 EA 029 410

Leithwood, Kenneth; Jantzi, Doris; Steinbach, Rosanne
Do School Councils Matter?
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Longitudinal Studies; *Organizational Effectiveness; *School Based Management; *School Supervision
IDENTIFIERS- *Ontario

In 1995, the Ontario government required the establishment of school councils. Although the government provided guidance, little of its information was based on systematic knowledge that is problem-focused, applied, and empirical. To fill that need, a study sought to estimate the nature and extent of

ED 424 663 EA 029 434

School Finance: State Efforts To Equalize Funding between Wealthy and Poor School Districts. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; *Financial Support; National Surveys; School District Wealth; State School District Relationship

Disparities in funding for education have resulted in lawsuits in more than 40 states since 1970. To better understand states' accomplishments in equalizing educational funding, the Government Accounting Office (GAO) examined factors surrounding funding gaps between poor and wealthy school districts. The GAO's analysis included every state except Hawaii and was based on 1991-92 school year data. A phone survey of states showed that half of them reported little or no changes in their finance system. The GAO limited its research on states that did change finance systems to Kansas, Rhode Island, and Louisiana and conducted its work between November 1996 and May 1998. It was found that two key factors reduced the size of the funding gap between poor and wealthy districts: (1) the extent to which a state's poor districts make a greater tax effort than the wealthy districts; and (2) a state's effort to compensate for differences in district wealth through its equalization policies. Concerning these two factors, the study demonstrates that the larger tax effort of poor districts compared with that of wealthy districts contributed more to reducing funding gaps than did state equalization efforts in school year 1991-92. Seven appendices detail study methodology, data, and other information. (RJM)

ED 424 664 EA 029 435

A Study of Student Mobility in Texas Public Schools. Statewide Texas Educational Progress Study Report No. 3.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Family School Relationship; Longitudinal Studies; *Public Schools; State Surveys; *Student Mobility; Transfer Students
IDENTIFIERS- *Texas

Student mobility is defined as student enrollment at different schools between or within the school year. A study of Texas students' mobility is offered. Although the study focused primarily on within-year student mobility, longitudinal issues were examined by following first-grade students of 1991-92 through the 1995-96 school year. The research found that in the 1994-95 school year there were 3.8 million students enrolled for at least some period during the year in a Texas public school. Sixteen percent of them moved at least once during the year, about one in six during a 12-month period. Assuming that each instance of student mobility coincided with residential mobility, then the overall student-mobility rate in Texas was higher than the national rate (20 percent versus 16.7 percent).

ED 424 684 EA 029 463

Ulriksen, Janice J.
Perceptions of Secondary School Teachers and Principals Concerning Factors Related to Job Satisfaction and Job Dissatisfaction.
PUB DATE- 96
NOTE- 100p.; Ed.D Dissertation, University of Southern California.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Burnout; *Job Satisfaction; *Principals; Questionnaires; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Morale; *Work Attitudes
IDENTIFIERS- Teacher Commitment

An analysis of teachers' job satisfaction and job dissatisfaction is presented in this paper. The report focuses on the perceptions of job satisfaction and job dissatisfaction held by both male and female Caucasian teachers in grades 7-12. The teachers' perceptions were then compared to the perceptions of principals. The sample included 64 teachers, which represented 4 teachers from 9 intermediate and 7 high schools in the Garden Grove Unified School District near Los Angeles, California. The study utilized both qualitative and quantitative research strategies, which included telephone interviews and questionnaires. The findings indicate that teachers viewed the work itself, achievement, responsibility, recognition, and possibility of growth as factors that contributed to their feeling good during a satisfying job experience. They derived the most job satisfaction from recognition, achievement, and the work itself. Intrinsic factors contributed more to job satisfaction than they did to job dissatisfaction. Principals accurately perceived that recognition, achievement, and the work itself contributed to the teachers' feelings of job satisfaction and misperceived that the principal's behavior had a positive effect on teachers' job satisfaction. (Contains 64 references and 3 appendices containing teacher and principal questionnaires.) (RJM)

ED 424 685 EA 029 464

Hord, Shirley M.
Creating a Professional Learning Community: Cottonwood Creek School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 9p.; "The names of the school, university, and curriculum program are pseudonyms."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Decision Making; Elementary Education; *Faculty Development; Interprofessional Relationship; Leadership Qualities; Staff Development; Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- *Learning Communities; Professional Behavior

Approaches that schools can use to create a high-quality, professional, working community are provided in this journal issue. The report uses a case study to illustrate the process.

ED 424 704 EC 306 790

Fox, Wayne L.; Capone, Angela; Hull, Karla; Dennis, Ruth E.; Ross-Allen, Jane
National Replication of a Model for Early Childhood Special Education Program Development: The Model Program Development (MPD) Outreach Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Disabilities; Early Childhood Education; *Educational Practices; Family Involvement; Inservice Education; *Leadership Training; Postsecondary Education; Preschool Children; Preservice Teacher Education; Program Development; Program Implementation; Teaching Models; Young Children

This final report describes the outcome of a program designed to affect the quality of early childhood special education services in participating states though the replication and dissemination of a validated Model for Early Childhood Special Education Program Development. The Model for Program Development (MPD) was designed to enable early childhood programs to establish new services or to improve existing services for young children (ages 3-5) with disabilities and their families. MPD utilized processes and designed activities that promote family, multi-agency and community involvement; are culturally, linguistically and ethnically sensitive; address the unique needs of the community; facilitate program planning and development; and promote the implementation of best practices. Project activities included: (1) conducting Leadership Training Institutes for participating states that focused on the MPD and best practices in the delivery of early childhood special education services; (2) providing on-site technical assistance consistent with comprehensive state plans of action developed by a state planning team from each participating state; and (3) disseminating and delivering best practice information, support, and modules for self assessment and program development. Appendices include a goal attainment scale, constituent group impact of activities, and state summaries. (Contains 16 resources.) (CR)

ED 424 705 EC 306 791

Parette, Howard P.; VanBiervliet, Alan; Wommack, Julia
Culture, Families, and Augmentative and Alternative Communication (AAC) Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members. Focus Group and Structured Interview Approaches and Proceedings, 12/20/95-8/15/96.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 466p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Asian Americans; *Assistive

ED 424 723 EF 005 102

Exceptional Children Facilities Planner. Sample Plans, Accessibility Guidelines.
PUB DATE- 98
NOTE- 52p.; Supplement to the North Carolina Public Schools Facilities Guidelines (ED 408 674). Cover title varies: Exceptional Children Facilities Planner. Instructional Services, Support Services, Sample Plans, Accessibility Guidelines.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Class Size; Classroom Furniture; *Disabilities; Educational Equipment; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; Space Utilization; Teaching Methods
IDENTIFIERS- North Carolina

Educational facility designers have few challenges greater than planning facilities that support programs for exceptional children. These programs are intended to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally to the fullest extent possible in the least restrictive educational environment. This publication is a resource that can assist design professionals to plan facilities that meet evolving needs of public schools in North Carolina. Its purpose is to provide descriptions of exceptional children's programs (K through high school) and the facilities that can support them. Facility planning guidelines for instructional services are provided in the following areas: autism; behaviorally-emotionally disabled; deaf-blind, multihandicapped, and severely/profoundly handicapped; hearing impaired; mentally disabled; specific learning disabled; speech-language impaired; and visually impaired. Each area provides a program description followed by guidelines on space requirements, and furnishings and equipment. Support services such as adapted physical education, occupational therapy, physical therapy, and school psychological services are similarly detailed. Appendixes list the classifications of exceptionality, adapted services, accessibility guidelines, sample floor plans for self-contained exceptional children facilities, and guidelines for seclusion or isolation time-out areas. (Contains 10 references.) (GR)

ED 424 724 EF 005 103

Safe Schools Facilities Planner. Improving School Climate and Order through Facilities Design.
PUB DATE- 98
NOTE- 32p.; Supplement to the North Carolina Public Schools Facilities Guidelines (ED 408 674). Cover title varies: Safe Schools Facilities Planner. Environmental Control, School Size, Health and Life Safety, School Climate and Order.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Crime Prevention; *Educational

ED 424 748 FL 025 523

Singhal, Meena
Reading Comprehension in the Second Language Classroom: A Hands-On Approach to Teaching and Learning Reading Strategies.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Chinese; Classroom Techniques; Individualized Instruction; Instructional Effectiveness; Instructional Materials; *Learning Strategies; Media Selection; Reading Comprehension; *Reading Instruction; *Reading Materials; *Reading Strategies; *Second Language Instruction; *Second Languages; Vietnamese

Some general principles of teaching reading in the second language classroom are reviewed. To illustrate the connection between theory and practice, examples are provided of teaching practices used with adult learners of English as a Second language (ESL) who have Chinese and Vietnamese-language backgrounds. A discussion follows of how instruction in reading strategies affects reading comprehension, how strategy instruction can be conducted, and which instructional activities appear to increase the effectiveness of strategy instruction. Issues discussed include how to define and explain strategies, classroom procedures for direct strategy instruction, individual practice tasks used, individualizing strategy instruction and practice, and the relationship between strategy use and text selection. Appended materials include the instructions for a reading task and related comprehension questions, and a sample reading checklist used by the teacher for analyzing and recording the student's skills. Contains 29 references. (MSE)

ED 424 749 FL 025 529

Vermillion, DeAnn M.
Developing Critical Thinking Skills in EAP Students.
PUB DATE- 97
NOTE- 123p.; Master's Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Objectives; Classroom Techniques; *Critical Thinking; Discourse Analysis; *English for Academic Purposes; *English (Second Language); Media Selection; Second Language Instruction; Skill Development; *Thinking Skills

It is argued that there is a great need to integrate critical thinking instruction in courses in English for academic purposes (EAP) and English as a Second Language (ESL). Three primary components of critical thinking are identified: understanding the author's intended meaning; synthesizing all available information, which also includes inferencing; and analyzing. The analysis component involves evaluating logic based on the truth and validity of an argument's claims, as well as understanding author stance and word connotations. A discussion of approaches and techniques for applying this information in the classroom focuses on two elements in

ED 424 769 FL 025 564

Dalton, Stephanie Stoll
Pedagogy Matters: Standards for Effective Teaching Practice. Research Report 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Change Strategies; Classroom Communication; Educational Change; Elementary Secondary Education; *English (Second Language); *High Risk Students; Literacy Education; *Minority Groups; Second Language Instruction; *Second Languages; Skill Development; Thinking Skills

This paper presents five standards for pedagogy that are applicable across grade levels, student populations, and content areas: joint productive activity; language and literacy development; meaning making; complex thinking; and instructional conversation. These standards emerge from principles and practice that have proven successful with majority and minority at-risk students in a variety of teaching and learning settings over several decades. Indicators are outlined for each standard, which specify action components of the standards and their functions in teaching and learning. Illustrations and examples reflecting the standards and their indicators across a broad range of classroom settings are presented to support a claim of universality for such standards in K-12 majority and minority at-risk students' classrooms. The purpose is to urge standards-based reform to reflect its own recommendation that pedagogy is central to student learning. (Contains 74 references.) (Author/MSE)

ED 424 770 FL 025 567

Ramirez, Marilyn
Conversations from Afar: Improving Conversation Skills and Cultural Understanding through Videoconferencing.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Sunshine State Teachers of English to Speakers of Other Languages (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Communication Skills; *English (Second Language); High Schools; Higher Education; *Interactive Television; *Intercultural Communication; *Interpersonal Communication; Native Speakers; Program Descriptions; Second Language Instruction; Skill Development; Spanish Speaking; *Teleconferencing
IDENTIFIERS- National Autonomous University of Mexico; Texas

English-as-a-Second-Language (ESL) students often finish their language courses without ever having an opportunity to interact with native English speakers or without getting an idea of what the target culture is really like. Interactive videoconferencing can help students gain insight into the

ED 424 789 FL 025 613

Straight, H. Stephen
Languages across the Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; Curriculum Design; Higher Education; Instructional Materials; *Interdisciplinary Approach; Program Design; *Second Language Instruction; Student Motivation; Teaching Methods
IDENTIFIERS- *Content Area Teaching; ERIC Digests; *Language across the Curriculum

This digest discusses Language Across the Curriculum (LAC), an approach to teaching language that works with faculty in other content areas to identify the specific vocabulary and genres that students need in order to function effectively in another language in their respective disciplines. LAC also draws from the content-based approach to language instruction. This approach is designed with the idea that instruction that emphasizes purposeful comprehension and communicative production yields superior receptive and expressive vocabulary, complexity, and fluency. LAC aims to facilitate the use of languages in a variety of meaningful contexts and to motivate and reward students for using their multilingual skills in every class they take at each level in the university curriculum. Specific sections address the origins and aims of LAC, design variants in LA programming, and LAC challenges and opportunities. (Contains 12 references.) (JL)

ED 424 790 FL 025 614

Developing Language Proficiency and Connecting School to Students' Lives: Two Standards for Effective Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; Based on a report published by the Center for Research on Education, Diversity & Excellence: "Pedagogy Matters: Standards for Effective Teaching Practice" by Stephanie Stoll Dalton. See FL 025 564.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Classroom Techniques; Cultural Awareness; Elementary Secondary Education; English (Second Language); *Family Environment; *High Risk Students; Kindergarten; *Language Proficiency; *Literacy Education; Low Achievement; Second Language Learning
IDENTIFIERS- ERIC Digests

The Center for Research on Education, Diversity & Excellence (CREDE) has developed five standards for effective teaching and learning for all students, including those placed at risk for academic achievement. These standards emerge from principles of

ED 424 809 HE 031 604

Krotseng, Marsha V.; McLaughlin, Gerald W.
The Many Faces of Information Management. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; College Administration; Decision Making; Educational Planning; Evaluation; Evaluators; *Higher Education; *Information Management; *Institutional Research; Models; Organizational Theories; Participative Decision Making; Policy Formation; Strategic Planning
IDENTIFIERS- *AIR Forum

This paper examines the many facets of administrative information management on the college or university campus. It is argued that, depending on the situation, an effective information manager can adopt the outlook of an architect/designer, data administrator, editor, analyst, reporter, planner, broker, collaborator, interpreter, or marketer. These roles are discussed in the context of an information management model that begins with the campus office or department that supplies the raw data and moves from data base development and administration to the production of analyses and subsequent presentation of these analyses to the customer (the president, deans, committees, governing board, or legislature) who ultimately uses the information in implementing a policy or strategic decision. This model is discussed in relation to Sheehan's (1977) Three-Hat Theory (which focuses on the roles of decision maker, intermediary, and technician), and extends his theory by positing numerous personae who are integral to effective institutional research. One of these many faces--the evaluator--transcends Sheehan's three hats and suggests a further linkage with the Plan-Do-Check-Act sequence as detailed by McLaughlin and Snyder (1993). (Contains 18 references.) (MDM)

ED 424 810 HE 031 606

House, J. Daniel
Gender Differences in Prediction of Graduate Course Performance from Admissions Test Scores: An Empirical Example of Statistical Methods for Investigating Prediction Bias. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Aptitude Tests; Grade Point Average; *Grades (Scholastic); *Graduate Students; Higher Education; *Predictive Validity; Predictor Variables; Psychology; Sex Bias; *Sex Differences
IDENTIFIERS- *AIR Forum; *Graduate Record Examinations

This study focused on gender differences in examining the extent to which Graduate Record Examination (GRE) scores predicted of Volunteer Literacy Tutors" (Catherine Hambly); "Adult Basic Education in the Workplace"; "Where Does Adult Basic Education Fit in the New 'Systems' Approach to Workforce Development?" (Paul Jurmo); "'Power Point' to the People: Technology in a Basic Skills Program" (Cherrye Witte); "Literacy in the Next Milennium" (David Crystal); "By the Light of Local Knowledge" and "Literacy for Which Millennium" (Linda Shohet); "Measures of Literacy: IALS at Home and Abroad"; "Canadian Print Media Coverage on Adult Literacy, 1982-1996"; "Adult Literacy and Technology: Testing Claims"; "Community Learning Networks"; "Community Video: A Route to Democratic Literacy" (Fred Campbell); "Technology for Learning: Content Precedes Technique" (Dirk Schouten, Rob Watling); and "A Tutoring Service Checklist" (Edward Gordon). Each issue contains recommended readings, book reviews, information summaries, letters to the editor, educational resources, and information about literacy conferences. (KC)

ED 424 352 CE 076 815

Mower, Eleanor
Investing in Our Human Capital. Highlights of the National Alliance of Business Annual Conference (Washington, D.C., September 29-October 1, 1997).
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Business; Conferences; Corporations; Early Childhood Education; *Education Work Relationship; *Educational Needs; Educational Policy; Educational Practices; Educational Technology; Elementary Secondary Education; Employer Attitudes; Employer Employee Relationship; Employment Patterns; Employment Practices; *Human Capital; *Labor Force Development; Labor Market; National Organizations; Needs Assessment; Partnerships in Education; Postsecondary Education; Public Policy; *School Business Relationship; Technological Advancement; Technology Education; Trend Analysis; *Work Environment
IDENTIFIERS- Learning Organizations

In September 1997, more than 900 corporate leaders, educators, work force development professionals, coalition members, employment and training specialists and government officials participated in a conference focused on the new realities in the work force and workplace. The conference featured papers on such topics as the implications of a global economy for employers, workers, and communities and the impact of technology on teaching and learning. Workshops were conducted on the following themes: breaking ground and examining the fundamental issues of education and skills; building linkages and aligning public policy with business reality; constructing a framework for work force development; and empowering a new work force development system and technology. The following were among the topics discussed at the workshops: importance of early childhood education; workplace competencies and skill standards; urgency of math, science, and technology education; welfare-to-work policy challenges in large states; principles of creating learning organizations; process of translating business work force needs into education action; school-to-work and the importance of effective teaching; public policy and workplace realities; private sector responses to today's work force realities; Global 2000 Project; role of public education; successful community strategies for linking work force

IDENTIFIERS- Canada; *United Kingdom; United States

Policymakers and practitioners in electronic communication and education in the United States and Canada were interviewed to identify those policies, strategies, and models of good practice used to increase access to learning via electronic communications that are relevant to the United Kingdom and Europe. Information was gathered from 5 experts and 35 representatives of the following: state/province and federal government agencies, regional public sector agencies, postschool distance learning organizations, national campaigning organizations, firms in the communications industry, and international agencies. It was concluded that if the information superhighway is allowed to continue to develop as an essentially commercial communications environment, it could prove to be a means of denying rather than promoting access to learning. A policy agenda was formulated that outlines appropriate government interventions to promote equitable access to learning on the information superhighway and help maximize its use for education and training in the United Kingdom. Key elements of the agenda were as follows: awareness raising; audits; strategies; cross-sectoral initiatives; consumer power; campaigns; public sector pioneers; product/market development; local learning networks; "big switches," where institutional providers evaluate the potential of collaborative information and communications technology (ICT)-based production and distribution systems at regional, national, and international levels; global view; closer media scrutiny of the superhighway; and government monitoring. (Appendixes constituting approximately 50% of this document contain profiles of the 40 contributors and 85 references.) (MN)

ED 424 370   CE 077 263

Sargant, Naomi; Field, John; Francis, Hywel; Schuller, Tom; Tuckett, Alan

The Learning Divide. A Report of the Findings of a UK-wide Survey on Adult Participation in Education and Learning.

SPONS. AGENCY- Department for Education and Employment, London (England).

PUB DATE- 97

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Comparative Analysis; Educational Attainment; *Enrollment Influences; *Enrollment Trends; Foreign Countries; Information Sources; National Surveys; Participation; Postsecondary Education; Questionnaires; School Guidance; Social Class; *Student Characteristics; *Student Educational Objectives; Tables (Data); Trend Analysis

IDENTIFIERS- *United Kingdom

Adult participation in education and learning in the United Kingdom was examined through a Gallup survey of a stratified (by region and town size) national sample of 4,673 adults aged 17 years and over from England, Wales, Scotland, and Northern Ireland. Interviewers were given quotas for sex by respondents' age, class, and employment status. Interviewing took place January 24 to February 6, 1996. In Northern Ireland, a booster sample of 528 adults was interviewed to enable separate results for the first such surveys in the province. Of those regions surveyed, 23% of adults were currently enrolled in learning and role and responsibilities, and course objectives. An explanation of lesson organization lists these components of the 20 2-hour class sessions: welcome; introduce the goal of the day; personal awareness; ice breaker activity; instructional activity; informational activity and discussion; and wrap-up activity. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and other materials needed. Components of each session are an introductory page, instructor's notes, handouts, and student materials. Session topics are as follows: what communication is; with whom do I communicate; nondefensive communication; how do I communicate; listening; elements of communication; problem solving; reaching consensus; understanding; and being understood. Appendixes include supplementary material, a family habits quiz derived from Stephen Covey's "Seven Habits of Highly Effective People," and a list of 11 references and suggested readings. (YLB)

ED 424 388 CE 077 298

Powell, Gary; Copeland, Nancy; Baker, Catherine
Math for Machine Operators. Workplace Education. Instructor's Guide. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 134p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Basic Skills; Computer Assisted Instruction; Computer Assisted Manufacturing; Decimal Fractions; *Geometry; Instructional Materials; Learning Activities; *Machinists; *Mathematics Instruction; Metric System; Numbers; Numerical Control; Percentage; Staff Development; Statistics; Teaching Guides; *Workplace Literacy

This instructor's guide contains materials for a 40-hour course designed to refresh math skills for current computer numerical control machine operators. The course uses two instructional methods: computer-based multimedia and traditional instruction. The course description lists target audience and general objective. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format describes these components of each lesson plan: unit name; lesson name; description and specific goals; objectives; prerequisite skills; technology use; materials needed; teacher to teacher; pretest; posttest; purpose/rationale; procedures/activities; evaluation and extension activities; resources; and homework. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and other materials needed. Lesson topics are as follows: whole numbers; decimal numbers; positive and negative numbers; percents; measurements and statistics; geometry; metric system; and magnitude. Appendixes include a glossary and preview and review with answer keys. (YLB)

ED 424 389 CE 077 299

programs, graduates, and placements. Demand data came from numbers of teachers, numbers of replacements hired, sources of replacements hired, types of schools, and kinds of programs. Findings indicated that the number of agricultural education teaching positions had been relatively stable for several years and was at about the same level as when the study began 30 years ago. The total number of newly qualified potential teachers fell back to the 30-year low of 625 established in 1990 and fell below the net number of replacements needed in 1995. Nearly a quarter of those newly qualified were not actively seeking teaching positions. Agricultural education programs nationwide experienced a growing shortfall in the number of fully qualified potential teachers prepared to accept available teaching positions. All three indicators of that shortfall reached their highest levels of the decade: teachers needed but not available on September 1, teachers with emergency certification, and departments that likely would not operate because a teacher was not available. The placement rate remained stable near the historic norm of just over 50 percent. Teachers were disproportionately white, non-Hispanic males. (Appendixes contain 21 references, news release, and fact sheet.) (YLB)

ED 424 406 CE 077 344

Attwell, Graham
Rediscovering Apprenticeship?: A Historical Approach.
PUB DATE- 97
NOTE- 10p.; Paper presented at the European Conference on Educational Research (Oslo, Norway, September 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Experiential Learning; Foreign Countries; Job Skills; Personal Narratives; Postsecondary Education; Program Effectiveness; Secondary Education; Skill Development; Vocational Education; Work Experience Programs
IDENTIFIERS- England; Germany

This paper focuses on changes necessary for apprenticeship to meet society's current needs in terms of: providing an educational environment, meeting the needs of the European economies, and matching the aspirations of young people. Section 1 provides a narrative account of an apprentice working as a coach finisher in the Great Western Railway works in Swindon, England, in the 1940s. It provides a benchmark to examine how apprenticeship has changed and what has remained. As a biographical narrative, it provides more concrete evidence about three key issues that have emerged in recent debates on work-based learning: entry into communities of practice, formal and informal work organization, and the development of work process knowledge. Section 2 considers what can be learned about these issues from such a biographical narrative. It determines that the account presents a compelling narrative of an effective transition from school to work and of entrance into a community of skilled practice and maturing into the adult world. The model confirms much recent research around socialization into communities of practice and entry into communities of practice; the model represents a rich learning environment allowing the acquisition of broad-based occupational knowledge and skills. The model questions whether technological innovation demands higher skill levels and questions the efficacy of external assessment. (YLB)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum; *Education Work Relationship; *Educational Objectives; Educational Practices; Educational Principles; *Educational Trends; Financial Support; Foreign Countries; Government School Relationship; *Outcomes of Education; Private Sector; Public Sector; School Business Relationship; Secondary Education; Teacher Characteristics; Teaching Methods; Trend Analysis; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *School Based Enterprises

Trends in combining learning and production were examined through case studies of school enterprises in 11 countries: China, India, Indonesia, Papua New Guinea, Germany, Botswana, Kenya, Ghana, Algeria, Cuba, and Costa Rica. The study focused on the following: types and structures of school enterprises; organization of learning; competency profiles, learning outcomes, and learning goals; curricular processes; teaching staff; the regulatory framework of school enterprises; external relations; school enterprises' impact; financial options for school enterprises; and mixes of private and public roles. Even within single countries, school enterprises were assuming diverse forms that tended to fall into three categories: programs emphasizing economic goals; programs emphasizing educational goals; and programs attempting to reach a balance between economic and educational considerations. Many secondary-level school-based programs were incorporating elements from several of the following modes of organizing learning and training: traditional apprenticeships, on-the-job training, and dual vocational training (combining practical training in workshops of private enterprises with training in traditional training centers). The following were among the factors identified as enhancing school enterprises: support from policymakers; institutional-level policies that balance economic, educational, and social goals; diversified financing; incentives; networks; support infrastructure; monitoring system; and high standards of training. (Contains 61 references.) (MN)

ED 424 423 CE 077 401

Under the Sun or in the Shade? Jua Kali in African Countries. National Policy Definition in Technical and Vocational Education: Beyond the Formal Sector. A Subregional Seminar for Eastern and Southern African Countries (Nairobi, Kenya, September 15-19, 1997). International project on Technical and Vocational Education (UNEVOC).
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Adult Education; Agency Role; Developing Nations; Economic Development; Educational Needs; Educational Objectives; *Educational Policy; Educational Trends; Enrollment Trends; Foreign Countries; International Educational Exchange; International Organizations; Needs Assessment; *Nonformal Education; *Policy Formation; Position Papers; Postsecondary Education; Program Development; *Public Policy; *Regional Planning; Role of Education; Rural Areas; Rural Education; *Vocational Education
IDENTIFIERS- *Africa; Jua Kali Movement

NOTE- 28p.; For related documents, see CE 077 418-420 and CE 077 431-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Decision Making; Employer Employee Relationship; Management Teams; On the Job Training; Organizational Development; *Participative Decision Making; Problem Solving; *Quality Control; *Quality of Working Life; Reliability; Standards; Statistical Analysis; *Teamwork; *Total Quality Management; *Work Environment; Workplace Literacy
IDENTIFIERS- *Deming (W Edwards); Organizational Culture

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. The booklet contains seven sections that cover the following topics: (1) meaning of total quality management (TQM); (2) the customer; (3) the organization's culture; (4) comparison of management styles; (5) Dr. W. Edwards Deming's 14 points of TQM; (6) Deming's deadly sins; and (7) TQM awards. (KC)

ED 424 443 CE 077 437

Workplace Training Project, Eugene, Oregon. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 39p.; For related documents, see CE 077 438-439. Business partners that participated in this project: Newood Products, Inc., Pacific Western Extruded Pipe Co., The Springfield Group, Staffing Services, Inc., Gunderson Rail, and HMT Technology.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Advisory Committees; Basic Skills; Community Colleges; *Competency Based Education; Curriculum Development; Demonstration Programs; Education Work Relationship; Individualized Education Programs; Individualized Instruction; Interpersonal Competence; Job Analysis; *Literacy Education; Models; *Partnerships in Education; Problem Solving; Program Development; Program Effectiveness; Program Evaluation; *School Business Relationship; Student Evaluation; Task Analysis; Two Year Colleges; Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- *Lane Community College OR

The Workplace Training Project began as a partnership between Lane Community College in Eugene, Oregon, and four area businesses. Their primary objective was to develop worksite-specific, learner-centered, competency-based workplace curricula in topics such as the following: basic math, fractions and measurement in the workplace, survival math for work and home, interpersonal skills, business writing, problem solving in the workplace, and English as a second language. During the project's second year, two additional business partners joined the project. At all six worksites, training programs were based on individualized learning plans (ILPs) that were jointly developed by the program instructors and learners based on individual skills assessments and job task analyses. At all sites, site advisory teams participated in ongoing monthly meetings to help project staff deliver customized training. Of the 419 unduplicated participants served during the project, 100% completed ILPs and 82% met the

Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 71p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Arithmetic; Behavioral Objectives; Curriculum Guides; *Fractions; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; *Mathematics Instruction; Numeracy; Percentage; Pretests Posttests; *Production Technicians; *Word Problems (Mathematics); *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on math for textile technicians has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach technicians how to use occupational specific math. Objectives include the following: perform computations of addition, subtraction, multiplication, and division, including multiple operations using decimals and common or mixed fractions; perform computations involving finding percents; changing fractions and decimals to percents; and changing percents to fractions and decimals, including using multiple operations in word problems. (YLB)

ED 424 461 CE 077 470

The Mechanics of Teams. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 85p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Communication Skills; Curriculum Guides; *Education Work Relationship; Fashion Industry;

Carpeting; *Curriculum Design; *Curriculum Development; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; Inservice Teacher Education; *Job Skills; Learning Activities; *Lesson Plans; Literacy Education; Needs Assessment; *On the Job Training; Promotion (Occupational); Skill Development; Trainers; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on developing workplace curriculum is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for train the trainer--developing workplace curriculum; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. This curriculum package focuses on training workplace trainers to develop curriculum, including information about the characteristics and components of a functional context curriculum, performance objectives, and the elements of effective lesson plans. (KC)

ED 424 478 CE 077 487

Train-the-Trainer: Developing Workplace Curriculum, Part II (TT2). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 24p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Design; *Curriculum Development; Curriculum Guides; *Educational Assessment; Educational Needs; Entry Workers; Evaluation Methods; Fashion Industry; Inservice Teacher Education; *Job Skills; Learning Activities; Literacy Education; Needs Assessment; *On the Job Training; Promotion (Occupational); Skill Development; *Student Evaluation; Trainers; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on developing workplace curriculum is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains the following components: (1) a curriculum guide that provides a understand each other's subjective experiences in multicultural group work. Psychoeducational groups, originally developed for use in educational settings, stress growth through knowledge. Appraisal theory is a promising area of research in social psychology that attempts to specify the precise links between cognitive evaluations of events and resultant discrete emotions. Such a model is particularly useful in facilitating dialogue among group members about the various ways in which thoughts translate into emotions, and to appreciate the commonalties and differences in these experiences which result from one's cultural and ethnic background. Current research on affective information processing provides intriguing possibilities for multicultural group work because it suggests that once cognitive evaluations are identified, they may be meaningfully understood cross-culturally. Roseman's appraisal model is reviewed. A four-session psychoeducational intervention using appraisal theory for multicultural group counseling is presented. Discussion is augmented by the authors' experiences in using this perspective with counseling groups. (Author/EMK)

ED 424 498 CG 028 775

Alexandrova, Elina O.
Who Does What, Why, and How It Affects Parental Relationships during Children's Transition to School.
PUB DATE- 98
NOTE- 11p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Children; Early Childhood Education; Family Life; *Housework; Life Satisfaction; *Marital Satisfaction; Marriage; *Parent Attitudes; Parent Role; Student Adjustment
IDENTIFIERS- *Division of Labor (Household)

Division of labor in the family is viewed as an indicator of relative power and justice in a marital relationship. During the transition to parenthood it becomes one of the most salient correlates of marital satisfaction. This study examines the relationship between the division of family labor and marital quality as well as changes in this relationship during the first child's transition to school. The results show that while the overall way family labor is divided between spouses remains relatively constant across this transition, satisfaction with labor division increases while marital satisfaction declines. However, husbands' greater participation in family labor is associated with higher marital satisfaction for both husbands and wives. During the transition to school, the quality of parents' marriage can be explained in part by the relationships among wife's work characteristics, spouses' ideal and actual labor division, and their satisfaction with the division. In families where wives have a higher work status, both spouses have ideals of more equal labor division, actual labor is divided more equally, and both spouses are more satisfied with labor division, which in turn is associated with higher marital quality. (Author/AA)

ED 424 499 CG 028 776

Diefenbach, Donald L.; Burns, Naomi J.; Schwartz, Alan L.

homeless youth. Descriptive data on homeless children and youth in the nation and in the Denver area are presented. The program provided by Urban Peak, a day shelter that cares for at-risk, homeless, and runaway youth is described. Long-term costs to society of youth who "drop out" rather than negotiate the complex maze that constitutes access to social and educational programs are discussed. Although the McKinney Homeless Assistance Act intends that homeless children have access to school, the reality is quite different; barriers presented by the educational system are discussed. Survey research conducted with homeless youth in the Denver metropolitan area in 1995 and 1996 is presented. Changes in school policies are needed to meet the needs of homeless youth who are struggling to finish school, get jobs, and make something of themselves. Sample survey of homeless youth is appended. Contains 18 references. (Author/EMK)

ED 424 520 CG 028 808

Bempechat, Janine
Against the Odds: How "At-Risk" Children Exceed Expectations.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Achievement; Cross Cultural Studies; *Cultural Influences; *High Risk Students; Intermediate Grades; Meta Analysis; *Outcomes of Education; Public Policy; Qualitative Research; Sociocultural Patterns

Focusing on the factors that contribute to success in school, this book provides a vital resource for parents, psychologists and educators. A 6-year study that closely followed high-achieving poor and minority students is described. More than 1,000 fifth and sixth grade students in public and private schools took part in the study. This book addresses the fundamental questions at the heart of the work: How do homes where children are doing well in school differ from those where children are performing poorly? What goes on in these homes that supports children's success in school? Findings demonstrate that high-achieving children, no matter what their ethnic or cultural background, have similar perceptions about their parents' educational beliefs and practices. Insights into the keys to their high academic accomplishments are discussed, and issues of the next steps in research are considered. (EMK)

ED 424 521 CG 028 812

Guthmann, Debra S.
The Gray Area: Ethics in Providing Clinical Services to Deaf and Hard of Hearing Individuals.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Empowerment through Partnerships Conference (Orlando, FL, April 29 - May 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; *Counseling; *Counselor Role; *Deafness; *Ethics; Interpersonal Communication; Partial Hearing; *Therapy
IDENTIFIERS- *Professional Ethics; *Professionalism

Information on issues related to professional competence, moral and legal standards, the use of professional codes of ethics

Emotion regulation was rated by mothers and teachers. Context variable was represented by school or home setting. The results suggest that: (1) the emotional experiences of children with Down Syndrome may be more intense than previously believed; (2) children's emotional behavior is viewed differently by context and rater; and (3) each component of emotion regulation is predicted by a unique configuration of emotional behavior. (Author/EMK)

ED 424 541 CG 028 874

Lauderdale, Katherine L., Ed.; Roberson, Jerry, L. Ed.; Bonilla, Carlos A., Ed.
Tending to the Emotional Needs of Teachers and Children: Tricks of the Trade.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; Children; Elementary Secondary Education; *Emotional Experience; Teacher Attitudes; Teacher Behavior; Teacher Morale; Teachers; *Teaching Experience; Well Being

This volume, written by teachers for teachers, parents and administrators, presents an insightful, correlative view of the emotional needs of both the teachers and their students. Frontmatter includes: "Planning to Become a Teacher?" and "Needs of Children and Their Teachers." Papers included are: (1) "On the Teaching of Teachers" (C. A. Bonilla); (2) "Gone to College" (J. L. Goss); (3) "Sense and Sensibility: Teachers Helping Teachers" (J. Brickner, M. Jones, J. Spindler, D. Patzer); (4) "Perfectionism: Perfect Teacher - Perfect Student" (M. Danner, S. A. Grundstrom, T. Humphrey, M. Standridge); (5) "Who Pulled the Rug from Under the Teachers?" (C. L. Bond, H. Ramos, T. Shepherd, S. M. Walsh); (6) "Pump up the Volume: Tuning into the Needs of a Substitute" (V. Sapenter-Nath, A. D. Nielson, A. T. Tate, C. Weese, R. Wilson); (7) "When a Family is Shattered to Pieces: Torn Apart by Divorce" (G. Conklin, B. Kamps, K. Lopez, C. Wright, C. McAlister); (8) "Nippin' Hostility in the Bud: Empowering All" (B. Jones, R. Nakanishi, L. Brockney-Abbot, H. Dillon); (9) "GATE Kids: Emotionally...Which Side of the Fence Are They On?" (C. Franco, E. Myers, M. Parsons, N. Sherwood); (10) "Communication Apprehension: How to Break the Silence" (S. Angeline, K. Kelley, P. Lundell-Real, C. Manthey); "ODD KidZ: Do You Have One in Your Classroom?" (C. Frasier, S. Gabbard, C. Haynie, T. Ledesma); and "The Street Sweeper and the Philosopher" (K. Bigran). (EMK)

ED 424 542 CG 028 875

Engel, Ned; Caci, Kelly; Currie, Amity
So You've Finally Got a Computer at Work! Now What? Maximize Your Consultation While Minimizing Your Paperwork.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 424 563 CS 013 291

Sherman, Lee, Ed.
Succeeding at Reading: Literacy in the Early Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 53p.; Theme issue. Printed on colored paper. This journal is covered in CIJE on an article-by-article basis.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Elementary School Students; Informal Reading Inventories; *Phonics; *Primary Education; Reading Aloud to Others; *Reading Instruction; *Reading Skills; Teacher Student Relationship; Volunteers

This issue presents eight essays all on the theme of how young children can become strong and successful lifelong readers. "Seeking Common Ground" (Lee Sherman) reviews the debate over how best to teach young children to read. "In the Beginning" (Catherine Paglin) suggests that by reading aloud to young children and filling their world with print, parents and preschool providers lay the groundwork for literacy. "For the Love of a Book" (Judy Blankenship) shares a second-grade teacher's passion for reading with her students. "Leading with the Heart" (Joyce Riha Linik) describes a multiage classroom of first-, second-, and third-grade students who exhibit a love of reading, delve into literature, and challenge themselves. "When Life and Words Collide" (Lee Sherman) describes how a teacher brings reading down to earth for her first graders. "Creating Eager Readers" (Melissa Steineger) discusses how informal assessments help students "mine text for meaning." "Book Buddy" (Teri Sherman Matias) describes a volunteer tutor's experiences in giving kids an extra boost in reading. "Peaceful Proposal" (Joanne Yatvin) suggests that teaching at its best includes instruction in all types of skills and an awareness of children's background knowledge and stages of development. (RS)

ED 424 564 CS 013 292

Fenton, Rebecca
Semantics and Syntax: Context Clues in Reading for Young Children.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Context Clues; Elementary Education; Elementary School Students; English Instruction; Reading Difficulties; Reading Instruction; *Reading Processes; *Reading Research; *Reading Skills; *Semantics; *Syntax; Teaching Methods; Theory Practice Relationship

This paper attempts to bring information to a broad audience on children's utilization of semantic and syntax context clues in reading. It reviews the research of several contemporary theorists who indicate that semantics and syntax are overlapping processes. The simultaneous use of these processes enable young, particularly struggling readers to compensate for problem-words and difficult language in semantically and syntactically inaccessible texts. English Language Learners' strategies as literary forms, chronology (history), theme, genre, focus unit, subject, and author. The issues of how literature instruction should be sequenced on the micro level and the most optimal sequencing principles for literature instruction on the curriculum level need to be properly addressed in the new theory of literature instruction. Literature instruction encompasses a broad spectrum of goals and objectives ranging from improving linguistic competencies to mastering specific knowledge about literature and cultivating a taste for aesthetics. Literature is more than a collection of unrelated poems and stories. The interrelatedness among literary works is made manifest through the recurrent elements and structural patterns that are labeled as archetypes. The sequencing of literature instruction needs to be sensitive to all three dimensions (linguistic, cognitive, and psychological) of children's development. Along the continuum of the school curriculum, it seems logical to divide literature instruction into six stages, which coincide with the developmental stages in children's journey towards linguistic, cognitive, and psychological maturity. The sequencing of literature instruction at each stage is determined by the interaction of the goals of literature instruction, the intrinsic nature of literature, and children's developmental characteristics. (Contains 30 references and 7 figures illustrating course level sequencing.) (RS)

ED 424 583 CS 216 523

White, Linda Feldmeier
Speaking for Students with LD.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Educational Diagnosis; Higher Education; Intellectual Disciplines; *Labeling (of Persons); *Learning Disabilities; *Teacher Student Relationship

The explanation of the anomalies that learning disabled students present depends on the discourse in which educators and researchers locate learning disabilities. The field of learning disabilities is a discipline in the midst of a paradigm shift in which the new discourses are incompatible with the field's basic tenets and assumptions. Behaviorist and medical discourses still dominate, but a cognitivist discourse of learning disabilities has emerged, as well as a whole language and social constructionist discourses. The trend to classify students as learning disabled is increasing. There is very little recognition outside the specialized literature that professionals in the field question the learning disabled diagnosis. Most people do not know that the field is in crisis and that eminent researchers concede that they cannot define or identify what they study. Analysis of the position of learning disabled students can lead to positive change, if the analysis leads to creation of more meaningful opportunities for learning disabled students to speak. Educators might be more sensitive to learning disabled students if they recognize their own experiences as learning disabled selves, such as in not understanding "new literary criticism" despite repeated "of and around the text," reflecting its readers and constructing much of their social reality. Consequently, female readers experience their gender through the mirror of the women's magazine regardless of the extent to which that mirror reflects or distorts reality. Today's magazines counsel women to educate themselves about men's health. One analysis of language and gender in women's and men's magazines suggests that the language of these articles actually functions to create an anxiety that can only be mollified through purchase of the magazine and/or the products it advertises. In a postmodern society, however, the women's magazine remains, for much of its readership, one of the few sites of ongoing engagement with culture through writing. Writing assignments based on ideological analyses of print culture can serve to awaken the critical skills of a wide range of students while concurrently developing the analytical abilities essential in a competent writer and citizen. (NKA)

ED 424 605 CS 509 934

Young, Cory
Intercultural Adaptation in the Classroom: The Ethics of Grading and Assessing Students with Minimal Proficiency in Speaking English.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Ethics; *Foreign Students; Higher Education; *Intercultural Communication; Introductory Courses; Public Speaking; *Student Evaluation; Student Needs; Teacher Surveys
IDENTIFIERS- Faculty Attitudes; *Nonnative Speakers; Sojourners

As more and more international students begin attending universities in the United States, the nature of teaching is changing. It is within this change that sojourners experience the "double whammy of intercultural adaptation." International students must learn to deal with and adjust to a completely new cultural and educational environment in which language barriers, everyday experiences, relationships with professors and peers, and a different time schedule are problems for their cultural adjustment. An exploratory study gathered data by interviewing three communication department faculty members with experience teaching international students to uncover the specific behaviors that reflect the process of adaptation and unveil potential ethical dilemmas in assessment. Questions dealt with who is responsible for intercultural adaptation; how instructors define ethics in relation to teaching; and what some of the ethical considerations are in assessing international students. All participants took a middle-of-the-road perspective, agreeing that intercultural adaptation is "everyone's" responsibility and that ethics is situational and negotiated. However, they differed in their practical day-to-day operational strategies to assist students. This preliminary study provides a space to open dialogue as to how communication faculty approach ethics, intercultural adaptation in the classroom, and the dilemmas that may surface in assessment. (Contains 18 references.) (NKA)

ED 424 606 CS 509 935

School franchising (defined as the replication of a particular product or service across a wide geographic region) marks a radical departure from the traditional view of the community-based neighborhood school. This paper reports on a study of a growing niche of charter school private management contracts in Massachusetts. The focus is on the factors facilitating these schools' growth so as to provide a description of two of these unique partnerships (Edison Project and the Sabis School Network). The report is driven by four questions: 1) how are for-profit management firms gaining contracts with charter schools in Massachusetts?; 2) why are private management firms' contracts with charters growing in Massachusetts?; 3) how are the private management firms operating the charter schools in Massachusetts? and 4) how do charters managed by private firms compare to more traditional charters? Through these questions, information regarding ways in which contractor and charter are linked to policy makers interested in the growing population of charters schools managed by for-profit firms is presented. An analysis of the operation of public charter schools by two for-profit firms in Massachusetts shows how private management and charter schools are overlapping, revealing the implication for future opportunities to "franchise" an educational model. The analysis includes an investigation of the regulatory issues dictating the relationship between private management firms and public schools. (Contains 58 references.) (RJM)

ED 424 625 EA 029 388

Johnson, William L.; Randolph, Joe; Devilbiss, Charles; Johnson, Annabel M.
Texas Scholars: Successful Partnerships and Linkages.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Texas Higher Education Coordinating Board Access and Equity Recruitment and Retention Conference (14th, Houston, TX, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Educational Innovation; Employment Potential; High Schools; *Partnerships in Education; Program Descriptions; *School Business Relationship; Theory Practice Relationship
IDENTIFIERS- Texas

The Texas Scholars Program uses business and community involvement to motivate middle- and lower-ranked high school students to take and complete a rigorous academic curriculum to prepare them for the labor market or postsecondary education. The paper examines variables such as staff development, community involvement, support from the central office, and ways these contribute to a successful program. The focus is on the high expectations required of students by the Greater Longview Organization of Business and Education program which was initiated by a company seeking trained workers for its craft-type jobs. The Texas Scholars Program emphasizes businesspeople coming to the schools and to tell eighth graders what life is like outside school. Parents are involved, too, as they cooperate and communicate with teachers. Educators provide guidance to students and parents as students select courses. A number of student incentives, such as discount cards to local businesses, are part of the program. An appraisal of the program's effectiveness shows that classes like chemistry, influence of councils on schools several years after implementation. The study was designed to describe the group processes that distinguish those school councils that influence schools and classrooms from those that do not. This paper describes the forms and sources of leadership that contribute significantly to the effective functioning of school councils and examines evidence on school councils, the nature of council effects on students and teachers, the conditions accounting for school council effects, council decision-making processes, and school council leadership. For the study a three-stage research design was used to achieve the five objectives under consideration. The results indicate that school councils do not add value to the empowerment of parents, the technical work of schools, or the development of students. In terms of effectiveness, evidence from the study suggests that, at best, the influence of councils on school and classroom practices is unlikely to be more than mildly positive. (Contains approximately 70 references.) (RJM)

ED 424 645 EA 029 411

Leithwood, Kenneth; Jantzi, Doris
Distributed Leadership and Student Engagement in School.
PUB DATE- 98
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Educational Environment; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership Qualities; *Leadership Styles; *Research Needs; *School Administration; Tables (Data)
IDENTIFIERS- Transactional Leadership; Transformational Leadership

Leadership may come from many different sources in a school. This paper examines the relative effects of leadership provided by principals, teachers, and those in other roles. A study based on surveys of 2,727 teachers and 9,025 students in 110 elementary and secondary schools (Ontario, Canada) analyzed the effects of "total leadership," including the transformational and transactional forms of leadership. Five questions were addressed: 1) what is the relative influence on the school of leadership that is provided by those in different roles?; 2) how much variation in school conditions and student outcomes is accounted for by teacher leadership as compared with principal leadership?; 3) does the total amount of leadership exercised in a school account for significant variation in school conditions and student outcomes?; 4) does the total amount of transformational leadership exhibited in schools account for significant variation in school conditions and student outcomes?; and 5) which school and classroom conditions mediate the effects of leadership on student outcomes? Results suggest that teacher and principal leadership effects are modest, largely indirect, and account for comparable amounts of variation in student engagement. Findings indicate that both transformational and transactional approaches to leadership account for modest amounts of student engagement. (Contains 90 references and five tables featuring statistical findings.) (RJM)

ED 424 646 EA 029 412

Mobility rates also varied with ethnicity and gender, with male students evincing higher mobility than female students and whites demonstrating a lower overall mobility rate (14 percent) than either African-Americans (20 percent) or Hispanics (18 percent). Based on the results, it was recommended that by limiting the frequency of moves and by timing moves to coincide with changes in the school year, parents may be able to mitigate the negative relationship between changing schools and students' academic performance. (RJM)

ED 424 665 EA 029 436

High School Completion Rates: Investigating a Longitudinal Performance Measure for Texas Schools. Policy Research Report Number 8.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Rate; Educational Attainment; *Evaluation Criteria; *High School Graduates; High Schools; *Longitudinal Studies; *Outcomes of Education; Performance Factors; Secondary Education
IDENTIFIERS- Rate of Completion; *Texas

Texas's education commissioner initiated a research study to investigate the possibility of replacing the dropout rate with a school-completion rate in the accountability system. The report provides an overview of school success indicators, along with an analysis of Texas data using a school-completion methodology. Following a review of school success/completion indicators, the advantages and disadvantages of the proposed school-completion methodology, along with issues related to incorporating the indicator into the Texas public education accountability system, are discussed. The text explores the issues surrounding the use of a longitudinal performance measure in the Texas integrated accountability system and provides a detailed discussion of high school completion rates. Consideration of a longitudinal performance measure raises several issues regarding the data used in calculating the measure, the methodology of a longitudinal measure, and the process of transitioning the measure into the school accountability system. The report concludes with some assumptions surrounding high school completion rates, such as unreported withdrawals not being treated as dropouts and students with alternate personal identification numbers being removed from analysis. District category descriptions and data on completion rates are provided. (RJM)

ED 424 666 EA 029 437

Expanding the Scope of the Texas Public School Accountability System. Policy Research Report Number 9.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Evaluation Criteria; *Outcomes of Education; Performance Factors; *Public Schools; School Effectiveness; *Special Needs Students; *Student Evaluation
IDENTIFIERS- Academic Excellence Indicator System; *Texas; Texas Assessment of Academic Skills

A review of research reveals at least five major dimensions of the professional learning community: supportive and shared leadership, collective learning and application of learning, shared values and vision, supportive conditions, and shared personal practices. In the school analyzed for this report, data were collected to reveal how the professional learning-community's characteristics were expressed and how the school staff evolved into a professional community of learners. The data were gathered through personal interviews of teachers, present and past principals, parents, an instructional guide, a central-office staff person, and a consulting professor. The report provides a description of the school; its history and development; the components of the professional learning community at the school; aspects of supportive and shared leadership; facets of collective learning and the application of learning; shared values and vision in the school; evidence of supportive conditions; and examples of shared personal practice, such as when teachers visit classrooms to learn from each other. (RJM)

ED 424 686 EA 029 465

Patrinos, Harry Anthony; Ariasingam, David Lakshmanan
Descentralizacion de la educacion: Financiamiento basado en la demanda. Tendencias del Desarrollo. (Decentralization of Education: Demand-Side Financing. Directions in Development.)
PUB DATE- 98
NOTE- 64p.; For the English edition, see ED 419 298. For the French edition, see EA 029 466.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Decentralization; Definitions; Developing Nations; Economically Disadvantaged; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; *Finance Reform; Foreign Countries; Government Role; Minority Groups; Partnerships in Education; Private Schools; Program Effectiveness; School Business Relationship; *School Choice; Sex Differences
IDENTIFIERS- *Demand Side Financing; World Bank

Central government's supply-side expansions of schooling have not equally benefited all members of society, especially girls, indigenous peoples, tribal groups, disadvantaged minorities, and the poor. Public spending on education is often inefficient, higher education is subsidized at primary education's expense, and costs are becoming insupportable. To tackle such issues, some governments are exploring demand-side financing, whereby public funds are given directly to individuals or institutions on the basis of expressed demand. Use of decentralized, demand-side financing mechanisms (like vouchers and stipends) is common in member countries of the Organisation for Economic Cooperation and Development. After defining several mechanisms, this booklet provides some country examples aiming to increase school enrollment: stipends in Bangladesh, community financing in Chad, targeted bursaries in China and Mexico, voucher schemes in Colombia, assistance to private schools serving poor children in the Dominican Republic and Pakistan, student loans in Jamaica, and community grants in Pakistan. Program success depends on beneficiaries' involvement and support, parents' active participation, private-sector schools' involvement, partnerships with commercial enterprises, flexibility, capacity building, cultural relevance, equity principles, and transparent fund transfer formulas. (Contains

Devices (for Disabled); *Augmentative and Alternative Communication; Blacks; Children; *Cultural Differences; Decision Making; *Disabilities; *Family Involvement; Focus Groups; Hispanic Americans; Interviews; Minority Group Children; Paraprofessional Personnel; *Parent Attitudes; Parent Child Relationship; Professional Personnel

IDENTIFIERS- African Americans; Latinos

This project investigated the different perspectives of families from diverse backgrounds on augmentative and alternative communication (AAC). The transcripts from the focus groups and individual interviews at five national sites conducted from December 1995 to August 1996 are provided. The following focus groups were held: (1) family involvement with AAC devices; (2) parents of children using AAC devices; (3) related services personnel working with Navajos; (4) vendors of AAC devices; (5) related services personnel; (6) families without AAC devices; (7) families with AAC devices; (8) vendors of augmentative communication; (9) parents having AAC devices; (10) Vietnamese parents of children with disabilities; (11) Chinese families of children with disabilities; (12) Hispanic families with AAC devices; (13) Hispanic families without AAC devices; and (14) related services personnel servicing predominately Hispanic/Latino populations. Transcripts are also included of structured interviews with Navajo families, family members of a child without an AAC device, a Dutch family of a child with a disability; and an African-American family with a child with a disability. Each transcript is prefaced by background information and synthesis statements. Appendices include assessment forms and specific questions for professional and family groups. (CR)

ED 424 706   EC 306 794

World Programme of Action Concerning Disabled Persons. Third Review and Appraisal.

PUB DATE- 97

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accessibility (for Disabled); Adults; Children; *Civil Rights; *Disabilities; *Disability Discrimination; Equal Opportunities (Jobs); Foreign Countries; Incidence; International Communication; *International Cooperation; International Organizations; *International Programs; World Problems

IDENTIFIERS- *United Nations

At its 52nd session, the United Nations General Assembly considered the report of the Secretary-General on the review and appraisal of the World Programme of Action concerning Disabled People, and 44 governments sponsored a draft resolution of further action. The draft was adopted by the Assembly on December 12, 1997. The resolution includes the following recommendations, which: (1) encourage governments and the non-governmental community to examine key social and economic policy issues related to the equalization of opportunities for persons with disabilities; (2) urge governments to cooperate with the Statistics Division of the Secretariat in the continued development of global statistics and indicators; (3) urge relevant bodies and organizations of the United Nations' system to work together in the promotion of the rights of person with disabilities by sharing experiences and findings on disability issues; (4) invite governments, non-

Environment; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *School Safety; *School Security; School Size
IDENTIFIERS- North Carolina

Researchers, consulting professionals, and advocating agencies agree that school facility design is one essential component to a safe and successful school. This document addresses design-related concepts that can positively affect school climate and order. It describes and provides facility planning guidelines for crime prevention through environmental control in the following areas: access control; natural surveillance; formal surveillance; territoriality; defensible space; target hardening; and program interaction. Guidelines also address issues on school size, schools-within-schools, health and life safety, and school climate and order. (Contains 30 references.) (GR)

ED 424 725 EF 005 105

Anderson, Amy; Augenblock, John; Myers, John; O'Brian, Julie
Making Better Decisions about Funding School Facilities.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; Politics of Education; *Public Schools; *School Construction; *School Maintenance; *State Aid

Nationwide, the condition of school facilities is declining, yet funding for school renovation and new construction is difficult to obtain. As many states are now taking increasing responsibility for funding their educational facilities, options are being sought. This publication identifies the major decision points for policymakers addressing this issue and key questions to consider, and provides examples of strategies used by states across the country. Primary decision points examined are whether the condition and funding of school facilities need attention and the indicators supporting this, how state school facility needs can best be determined, and what the state and local role in paying for school facilities is and through what funding mechanisms. An Appendix lists how each state has funded its school facilities. (Contains 16 references.) (GR)

ED 424 726 FL 024 404

Gagliardi, Raul
Obstaculos al aprendizaje--obstaculos a la ensenanza en contextos (Barriers to Learning--Barriers to Teaching in Multicultural Contexts). Papers on Teacher Training and Multicultural/Intercultural Education 25.
PUB DATE- 96
NOTE- 28p.; Some pages printed on colored paper may not reproduce well.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; Foreign Countries; *Learning Problems; Learning

learning critical thinking skills: (1) affective factors, and (2) practical applications in understanding, synthesizing, and analyzing text. A sample lesson plan on the topic of critical thinking about tolerance is included. Appended materials include two forms for evaluating the appropriateness of texts for critical thinking instruction and a sample article used as a text. Contains 93 references. (MSE)

ED 424 750 FL 025 531

Eggins, Suzanne
An Introduction to Systemic Functional Linguistics.
PUB DATE- 94
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cohesion (Written Composition); *Discourse Analysis; English; *Grammar; *Language Patterns; Language Research; *Language Role; *Linguistic Theory; Semiotics
IDENTIFIERS- Clauses; *Systemic Functional Model (Language Development)

The introduction to systemic functional linguistics explores the social semiotic approach to language most closely associated with the work of Michael Halliday and his colleagues. An approach that views language as a strategic, meaning-making resource, systemic linguistics focuses on the analysis of authentic, everyday texts and asks both how people use language to make meanings and how language itself is organized to enable those meanings to be made. The book offers both an overview of systemic theory and illustrations of how systemic techniques can be applied in analysis of everyday texts. It begins with a technical exploration of language in the context of culture, looking at techniques of generic description. Chapter 3 deals with register and the dimensions of the register variables. Chapter 4 explores the nature of text, introducing the notion of cohesion and techniques for the discourse-semantic analyses of reference, conjunction, and lexical relations. Chapters 5-9 develop description of the lexico-grammar, covering the three grammatical systems of mood, transitivity, and theme. Chapter 10 looks at how to go about text analysis. (Contains 145 references.) (MSE)

ED 424 751 FL 025 532

Evans, Charlotte
Literacy Acquisition in Deaf Children.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Bilingual Education; *Child Language; Children; Classroom Techniques; Comparative Analysis; Cultural Awareness; *Deafness; English; *Language Acquisition; *Literacy; Literacy Education; Role Models; Second Languages; Student Motivation; Subcultures; Translation; Written Language
IDENTIFIERS- *Deaf Culture

target culture when they are using conversational skills learned in the classroom to have authentic dialogue with native English speakers. One instructor's experiences with interactive videoconferences between ESL students at the University of Mexico's Permanent Extension School in San Antonio (Texas) and Spanish students at different universities and high schools in Texas are described. Discussion focuses on various factors that must be taken into consideration when organizing an interactive videoconference, and provides suggestions on pre-conference planning, procedures for the actual videoconference, and follow-up activities. Contains 6 references. (Author/MSE)

ED 424 771 FL 025 570

Lawson, Edwin D.; Balode, Laimute
Latvian Naming Patterns, 1880-1991.
PUB DATE- 98
NOTE- 20p.; Shorter version presented at the International Congress of Onomastic Sciences (19th, Aberdeen, Scotland, August 4-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Climate; Foreign Countries; Geographic Distribution; Interviews; *Language Patterns; Language Research; *Onomastics; *Patriotism; Political Influences; Religious Factors; Social Influences; *Sociocultural Patterns; Surveys
IDENTIFIERS- *Latvia

To discover what effects the political, religious, social, and economic climate had on naming children, 100 families (representing almost 700 individuals) were interviewed to identify patterns in first names given over three generations. The sample of 100 families includes people from different religious backgrounds and from different parts of Latvia. Native speakers conducted the interviews. Data were analyzed by time period, religious background, linguistic origin of the name, and the name's origin, meaning, and significance. Results indicate that during the Soviet occupation, significantly more names defined as Latvian were chosen. This is interpreted as a demonstration of Latvian patriotism during this troubling period. Appended are male and female names by time period. (Author/MSE)

ED 424 772 FL 025 572

El-Koumy, Abdel Salam A.
Effect of Dialogue Journal Writing on EFL Students' Speaking Skill.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Instruction; Comparative Analysis; *Dialog Journals; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Journal Writing; Oral Language; Second Language Instruction; Skill Development; *Speech Skills; Student Journals; Written Language
IDENTIFIERS- Egypt

A study investigated the effect of dialogue journal writing on English-as-a-Foreign-Language (EFL) students' speaking skills.

practice that have proven successful with majority and minority at-risk students in numerous classrooms. This digest focuses specifically on two of these standards: developing language and literacy across the curriculum and connecting school to students' lives. Examples of how these standards are implemented into the classroom are provided, and indicators are introduced for each standard, revealing its action components and their functions in teaching and learning. (JL)

ED 424 791 FL 025 615

Brecht, Richard D.; Ingold, Catherine W.
Tapping a National Resource: Heritage Languages in the United States. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Higher Education; Language Proficiency; *Native Language Instruction; *Native Speakers; Second Language Instruction; *Second Languages
IDENTIFIERS- ERIC Digests

This digest discusses the unprecedented U.S. need for individuals with highly developed competencies in English and one or more other languages and the untapped language resource: heritage language speakers. Sections address the range of proficiencies of heritage language speakers, the fragility of heritage languages, the limitations of current heritage language programs, deficits in the infrastructure of heritage language instruction, and the Heritage Language Initiative. (JL)

ED 424 792 FL 025 616

Crawford, James
Ten Common Fallacies about Bilingual Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); Hispanic Americans; *Instructional Effectiveness; Language Minorities; *Language Research; Limited English Speaking; Native Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

Although a growing body of research points to the potential benefits of bilingual education, there are a number of commonly held beliefs that run counter to research findings. Based on current research, this digest clarifies some of the myths and misconceptions surrounding language use and bilingual education in the United States. The fallacies highlighted include: (1) English is losing ground to other languages in the United States; (2) newcomers to the United States are learning English subsequent achievement. Data on 275 graduate students in professional psychology programs at a large midwestern university were collected and analyzed. Two methods for the identification of prediction bias were used and student performance in 10 specific graduate courses was examined. It was found that GRE scores were effective predictors of the graduate course performance of the students. However, for a number of courses, GRE scores under predicted the achievement of female students and over predicted the achievement of male students. Specifically, GRE verbal scores were found to under predict female achievement in four courses, while GRE quantitative scores under predicted female achievement in seven courses. GRE analytical scores under predicted female achievement in four courses, while overall GRE scores under predicted female achievement in six courses. (Contains 48 references.) (MDM)

ED 424 811 HE 031 630

Geiger, Roger L., Ed.
History of Higher Education Annual, 1997. Volume Seventeen.
PUB DATE- 97
NOTE- 136p.; For previous volume, see ED 408 890.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Black Education; Catholic Schools; Church Related Colleges; College Administration; College Presidents; *Educational History; Faculty College Relationship; Fellowships; Graduate Study; *Higher Education; Institutional Research; Research Methodology; Urban Universities
IDENTIFIERS- De Paul University IL; Hutchins (Robert); University of Chicago IL; Wesleyan University CT

This annual publication presents six articles on historical aspects of higher education. The first article is "The Urban Catholic University in the Early Twentieth Century: A Social Profile of DePaul, 1898-1940" by John L. Rury. It traces student characteristics during this period from primarily the sons (and later daughters) of European immigrants to increasing diversity and emphasis on training professionals. The second article, "In the President's Opinion: Robert Maynard Hutchins and the University of Chicago Department of History," by Philo A. Hutcheson, focuses on conflicts between the curricular goals of Hutchins and those of the faculty, particularly the history department faculty. The consequences of Hutchins' attempt to use his knowledge illustrates the nature of presidential power at a research university. Third, "The Politics of Opportunity: Philanthropic Fellowships, Out-of-State Aid, and Higher Education for Blacks in the South," by Jayne R. Beilke, describes the development of fellowship programs prior to the 1950s for blacks in the South who desired doctorate degrees. The fourth article, "The Political Culture of American's Antebellum Colleges," by Paul H. Mattingly assesses the evangelical and political context in which these institutions grew. The fifth article, by David B. Potts, reports on a historical research study and is titled: "Trustee Demography and Shifts in Institutional Identity: Wesleyan University, 1831-1993". Following the articles is a review essay entitled "Historical Sociology Meets the Credentialing Society" by John F.P. Halsey and W. Bruce Leslie. The purpose of the essay is to review David K. Brown's book, "Degree of Control! A Sociology of Educational Expansion and Occupational Credentials," which examines the process that caused American institutions to development and economic development; and employer-employee contracts for the new U.S. workplace. (MN)

ED 424 353 CE 077 135

Venner, Sandra H.
State Investments in Work Participation: Meeting the Promise of Welfare-to-Work.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Demonstration Programs; *Employment Programs; Federal Legislation; *Job Training; Literacy Education; Postsecondary Education; Program Effectiveness; Skill Development; *Welfare Recipients; Workplace Literacy
IDENTIFIERS- *Welfare to Work Programs

As states implement new strategies to help more families make the transition from welfare to work, they will be faced with the challenge of designing programs that address the needs of an extremely diverse population of families. Some families will be able to make the transition to work with limited assistance, especially in a strong economy. Others will benefit greatly from traditional welfare-to-work programs and skills training geared to labor market demands. But a substantial portion of the caseload faces significant personal or family challenges. These individuals are likely to need more assistance than offered in past programs and will benefit from more creative approaches to work experience opportunities. The success of welfare reform will depend on states' abilities to engage welfare recipients, especially the hard-to-employ, in the labor force without causing harm to large numbers of poor families in the process. A number of innovative strategies have been implemented to enable welfare recipients and other low-income people to get long-term, unsubsidized unemployment. Nine case studies were examined representing different welfare-to-work strategies. Together they depict different promising approaches to welfare-to-work focusing on the following: (1) community jobs and innovative employer involvement; (2) comprehensive programs for the hard-to-employ; (3) training in specialized fields with good employment prospects; and (4) support for postsecondary education. (This report includes profiles of nine programs; it contains 38 references and resources.) (KC)

ED 424 354 CE 077 136

Range, Les, Ed.
Welfare Reform: Challenges and Opportunities for Public-Private Partnerships. Selected Proceedings from a Conference for Local Government Officials in the Mississippi Delta Region (Cleveland, Mississippi, May 29, 1997). Publication No. 98-1.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Adult Education; Comparative Analysis; Conferences; *Education Work Relationship; Federal Legislation; *Partnerships in Education; *Private Sector; Public Policy; *Public Sector; Regional Planning; School Business Relationship; State Legislation; *Welfare Services

an additional 17% had been enrolled in learning in the past 3 years. More men (25%) than women (21%) were currently learning. Key findings included the following: social class is a key predictor of participation; more than half of all upper and middle class respondents were current or recent learners versus only one-third of respondents from the skilled working class and one-fourth of those from the unskilled working class; employment status affects learning opportunities--unemployed and retired people have half the levels of participation of employed persons; length of initial education is the best single predictor of participation; and those with more initial education are more likely to participate in additional education. Information regarding respondents' future learning intentions, subjects of learning, place and length of study, qualifications earned, finance, attitudes toward learning, and reasons for nonparticipation were also collected. (Sixty-four tables/figures are included. The book contains 55 references. Appended are the following: technical information; notes on tables, guide to socioeconomic class; regions surveyed; analysis of weighted and unweighted samples; and the questionnaire.) (MN)

ED 424 371   CE 077 264

Steele, Tom; Taylor, Richard
Learning Independence. A Political Outline of Indian Adult Education.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Learning; Change Agents; Educational Environment; Educational History; *Educational Objectives; *Educational Policy; Educational Practices; Educational Trends; Foreign Countries; National Programs; Outcomes of Education; Policy Formation; *Political Socialization; *Popular Education; Role of Education; *Social Change
IDENTIFIERS- Great Britain; *India

This book is a political analysis of the role of adult education as an agency of cultural and ideological significance in India from the turbulent period in the 1940s onward. The introduction examines the roots of education in India, the English studies courses that developed when India was a British colony, and continuation of colonial educational policy after India's independence. Chapter 1 surveys the history of British educational involvement in India's educational system from the missionary clause of 1678 through Independence in 1947. Chapter 2 focuses on Gandhi's educational ideas and his basic education policy. The ideology of Nehru and the Congress Party and its application to education are explained in chapter 3. Chapter 4 surveys the various educational strategies of postcolonial India under the Five Year Plans and considers the policy of social education in relation to "nation building." The nonformal revolution in education in the 1970s and the National Adult Education Policy of the late 1970s and 1980s are outlined in chapter 5, and the subsequent radical populist approaches to adult education are traced in chapter 6. Chapter 7 traces movement toward a transformative pedagogy within the context of Nehru's pragmatism, Gandhi's romanticism, and the tradition of British liberal adult education. Contains 153 references. (MN)

Ruetz, Nancy
Numbers at Work. Workplace Education. Instructor's Guide. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 111p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Basic Skills; *Decimal Fractions; Instructional Materials; Learning Activities; *Mathematics Instruction; Percentage; *Place Value; Staff Development; Teaching Guides; *Workplace Literacy

This instructor's guide contains materials for a 20-30 hour course designed to address essential math skills in the workplace. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lesson topics are as follows: math memories; keeping track of learning; introduction to math operations; place value; rounding off numbers; using a calculator to check your work; introduction to decimals; changing time to decimal equivalents; calculating your pay; rounding decimals; and finding an average. Supplementary lessons are provided on fractions and finding percentages. Appendixes include a word list and preview and review with scoring guide. (YLB)

ED 424 390 CE 077 300

Ruetz, Nancy
SPC-Prep. Instructor's Guide. Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 152p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Basic Skills; *Decimal Fractions; Instructional Materials; Learning Activities; *Mathematics Instruction; Percentage; *Place Value; Staff Development; Statistics; Tables (Data); Teaching Guides; *Workplace Literacy
IDENTIFIERS- *Statistical Process Control

This instructor's guide contains materials for a course designed to prepare employees for statistical process control (SPC) training given at their workplace by refreshing math skills and

ED 424 407 CE 077 345

Holmes, Patricia A.; Rahn, Mikala L.
Resource Guide to Educational Standards.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Certificates; Elementary Secondary Education; Higher Education; *Job Skills; Organizations (Groups); Resources; *Student Certification; Student Organizations; *Teacher Certification; *Vocational Education

This document is a guide to resources supporting the development of educational standards for students. Section 1, Industry Skill Standards, describes and provides contact information of resources on the efforts of the National Skill Standards Board to develop industry skill standards for all sectors of the American economy. The section addresses these topics: the board's current efforts in the development of voluntary partnerships in 16 broad economic sectors; grants to industry and research groups to further develop and demonstrate how skill standards would be used in specific industries and occupations; and building linkages with both academic standards and school-to-work efforts. Section 2, Academic Skill Standards, provides names and contact information for seven national organizations in the process of developing and adopting national standards in academic subject areas. Section 3, Other Standards Resources, provides names, contact information, and brief descriptions of 20 organizations involved in developing standards, both academic and vocational. Section 4, Standards for Teachers, discusses and provides contact information for three organizations that have developed standards for teacher licensing, advanced certification, and teacher education program accreditation. Section 5, Vocational Student Organizations (VSOs), describes and provides contact information on seven VSOs. Section 6 contains 11 references. (YLB)

ED 424 408 CE 077 362

Project WORKSMART. A Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 69p.; For a related document, see CE 077 363.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Education Work Relationship; *Literacy Education; Models; *Organizational Development; Program Effectiveness; *School Business Relationship; Skill Development; Teamwork; Training Methods; *Workplace Literacy
IDENTIFIERS- Learning Organizations; *Tennessee (Nashville)

Project WORKSMART was a Nashville, Tennessee-based workplace literacy project to provide an exemplary multidimensional

This document is a comprehensive report a subregional seminar for eastern and southern African countries on the Jua Kali movement. (Jua Kali, "hot sun" in Swahili, refers to the informal or nonformal sector of the economy.) Section 1 explains the role of the International Project on Technical and Vocational Education (UNEVOC) in the development of technical and vocational education and training (TVET). The following opening and closing speeches are provided in Section 2: "Introductory Statement" (R. Barry Hobart); "Opening Speech" (Shem Wandiga); and "Closing Speech" (S.M. Kyungu). Section 3 is an overview of the discussion and debate, and Section 4 lists recommendations regarding development of national strategies for TVET. The following papers are presented in Section 5: "Technical and Vocational Education and Training Policy in Kenya" (Peter O. Okaka); "A Position Paper" (B. Wanjala Kerre); "TVET beyond the Formal Sector in Botswana" (K. Kabecha, M. M. Kewagamang); "Existing Set-Up in Ethiopia" (Mesfin Terefe); "Brief Description of the Jua Kali Movement in Kenya" (G.K.N. Mbugua); "Non-Government Organisations and Enterprise in Lesotho" (Mota Sekonyela); "The National Policy Definition in Malawi" (Joyce Phekani, Maston M. Mtambo); "Beyond the Formal Sector in Mauritius" (Feroze Coowar); "An Effective System for Non-Formal TVET in South Africa" (Siphamandla I. Xulu); "Essential Features of the Non-Formal Sector in Swaziland" (William S.A. Shongwe); "TVET at Mwanza Rural Housing Programme in Tanzania" (Lunogelo L. Sakafu); "A Case for Uganda" (Ben M. Manyindo); and "Training for the Informal Sector in Zambia" (Joseph S. Mukuni, Joseph P. Kalunga). Appended are the following: daily schedule, background information about the seminar, list of main seminar participants, and text of the convention on technical and vocational education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization. (MN)

ED 424 424 CE 077 402

UNEVOC Directory = Repertoire UNEVOC.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English; French; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Developed Nations; Developing Nations; *Education Work Relationship; Educational Administration; Educational Improvement; Educational Planning; Foreign Countries; Higher Education; *International Organizations; Organizational Objectives; Postsecondary Education; *Research and Development Centers; Secondary Education; Teacher Education; *Technical Institutes; Two Year Colleges; *Vocational Education; Vocational Education Teachers; *Vocational Schools; Womens Education

The International Project on Technical and Vocational Education (UNEVOC) was established by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to develop and support the network of institutions that are significantly related to technical and vocational education and the world of work. This directory provides information on UNEVOC centers and related organizations and institutions. Entries are provided for 178 UNEVOC centers and UNEVOC associate centers. Each entry includes the following: institution's country and UNESCO region; institution's status with UNEVOC, name, language, address(es), head, professional staff, year of foundation, competencies identified, as measured by pre and posttesting and/or self-assessments. Learners, business partners, and instructors alike expressed high levels of satisfaction with the project's training methods and outcomes. (An appendix constituting approximately 60% of this document contains the following: project timetable, project data sheet, and participant pre and posttest scores by worksite.) (MN)

ED 424 444 CE 077 438

Workplace Training Project at Lane Community College. Guide for Instructors and Staff.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 30p.; For related documents, see CE 077 437-439.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Cognitive Style; Community Colleges; *Competency Based Education; *Curriculum Development; Demonstration Programs; *Education Work Relationship; Educational Needs; Educational Opportunities; Individualized Education Programs; Instructional Materials; Interpersonal Competence; Job Analysis; *Literacy Education; Models; Needs Assessment; *Partnerships in Education; Problem Solving; Program Development; Records (Forms); School Business Relationship; Staff Development; Student Evaluation; Task Analysis; Teaching Guides; Two Year Colleges; Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- Lane Community College OR

This guide was developed for workplace instructors involved in the Workplace Training Project. The Workplace Training Project was conducted by Lane Community College in Eugene, Oregon, in partnership with four area businesses to develop learner-centered competency-based workplace curricula covering the following topics: basic math, fractions and measurement in the workplace, survival math for work and home, interpersonal skills, business writing, problem solving in the workplace, and English as a second language. The following items are discussed in the guide's five sections: purpose of the guide (consistent approach to training and disseminating information, individualized learning plans, learning styles); background of the Workplace Training Project grant (project goals and objectives, summary of the project proposal); development of a customized curriculum (differences between workplace instruction and other classroom teaching, resource information available for instructors, methodology for developing a customized curriculum, assessment, uses for a customized curriculum developed for the project); procedures for writing a customized curriculum (word processing template for developing curricula, role of the curriculum specialist, template simplifying instructors' development tasks); and staff development opportunities (teleconferences, videotapes, training). Appended are the following: needs assessment summaries, five sample forms and evaluation tools, and a sample release of information form. (MN)

ED 424 445 CE 077 439

Rhodes, Larry
Network Analysis of Spanish/English Communication at Newood

*Interpersonal Competence; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Teamwork; *Workplace Literacy

IDENTIFIERS- *Textile Industry

This curriculum package on the mechanics of teams is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in the mechanics of teams for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the motivational, instructional, guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the communication, thinking, and team-building skills necessary to work effectively as a team member in a work setting. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 462 CE 077 471

Patterns for Success: Production Percentage Math (P1). Workforce 2000 Partnership.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 96

NOTE- 41p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Adult Literacy; Arithmetic; Behavioral Objectives; Carpeting; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Mathematics Skills; Networks; Partnerships in Education; *Percentage; Problem Solving; *Ratios (Mathematics); Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Workplace Literacy

IDENTIFIERS- *Textile Industry

This curriculum package on production percentage math is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in quick view of all the major components of the curriculum to train the trainer: developing workplace curriculum, and (2) a lesson plan that contains a detailed explanation of the activities in the curriculum guide along with examples and skeleton assessment assignments for learners. This curriculum package focuses on training workplace trainers to assess workers' needs and provides sample assessment instruments. (KC)

ED 424 479 CE 077 488

Train-the-Trainer: Understanding Industrial Culture (TT3). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 37p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Design; *Curriculum Development; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; Inservice Teacher Education; *Job Skills; Learning Activities; Literacy Education; Needs Assessment; *On the Job Training; Promotion (Occupational); Skill Development; Trainers; *Workplace Literacy
IDENTIFIERS- *Organizational Culture; *Textile Industry

This curriculum package on understanding organizational culture is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for understanding industrial culture; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on teaching workplace trainers to understand the culture of an industry or company in order to conduct more effective training programs. (KC)

ED 424 480 CG 028 297

Gerber, Sterling; Myers, Jane E.
Counseling at the Crossroads: Let's Decide Our Future.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Conference of the Washington Counseling Association (Vancouver, WA, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Mental Health Professionals According to Prime-Time: An Exploratory Analysis.
PUB DATE- 98
NOTE- 15p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Mass Media Effects; Media Research; Mental Health Workers; Television Research
IDENTIFIERS- *Prime Time Television

The public receives a large percentage of its information about mental health issues from media sources. Research has shown that the portrayal of occupational roles is often distorted and unrealistic. Cultivation theory predicts that television's version of reality helps influence or "cultivate" viewers' beliefs about the world. This cultivation might influence a person's expectations or behavior during an encounter with these professionals, or even influence viewers' decisions to consult these professionals when in need of service. Research for this paper employed mixed methods to explore how mental health professionals are portrayed on television. Analysis of characters involved a random sample across all genres of programming. Trained coders (n=9) identified 10 out of 1,844 speaking characters as mental health professionals. Descriptive statistics are reported on the characters. A content analysis by type of programming is presented and discussed. Exploratory analysis examining the portrayal of mental health professionals on prime-time television indicates that portrayals can not be classified by tone in a single category; however tone appears to be consistent within certain programming genres. Future survey research is planned. Contains 15 references. (EMK)

ED 424 500 CG 028 777

Highlen, Pamela S.; Tom, David M.; Ashton, Kathleen R.; Thompson, Kenya I.
Effects of Perceived Racism and Sexism on Psychological Well Being and the Moderating Effects of Identity Development among African and European American College Students.
PUB DATE- 98
NOTE- 34p.; Poster session presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Students; Counseling; Females; Higher Education; Males; *Mental Health; *Personality Development; *Racial Bias; *Self Esteem; *Sex Bias; White Students
IDENTIFIERS- African Americans; European Americans

The combined and singular effects of racism and sexism on African American females (AAF), males (AAM), and European American females (EAF) are examined with identity development as a moderator of psychological well being. Samples of AAF, AAM, EAF and a control group of European American Males (EAM) completed counterbalanced instruments that measured perceived frequency and effect of racism and sexism; identity development, generic hassles, psychological symptoms, and self-esteem. After partialling out generic hassles, a series of multiple and guidelines, a decision-making model, the power differential, and appropriate uses of supervision and peer support are provided for professionals who work with deaf and hard of hearing individuals. Most human services professions have ethical guidelines or standards that focus on various areas of professionalism. It is time to understand the social and cultural considerations that consumers who are deaf bring into the counseling setting. The meaning of "ethics" and "professional values" are presented, and related legal and ethical conflicts are discussed. The problems of dual relationships, professional boundaries, and the power differential are given special consideration as they relate to the deaf community. Common elements of codes of ethics are reviewed; personal conduct and boundary issues are discussed. Issues of confidentiality and techniques for maintaining confidentiality are presented. A discussion of professional competence and a model for making ethical decisions completes the paper. (EMK)

ED 424 522 CG 028 813

Reducing Tobacco Use among Youth: Community-Based Approaches. A Guideline. Prevention Enhancement Protocols System (PEPS) Series.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC. Div. of Nursing.
PUB DATE- 97
NOTE- 181p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 814-815 and CG 028 841-843.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Problems; *Community Programs; Health Education; *Prevention; Program Development; Program Implementation; *Smoking; *Substance Abuse; *Tobacco; Youth Problems
IDENTIFIERS- Prevention Enhancement Protocols System

General guidance is offered in the planning and implementation of community-based strategies for the prevention of tobacco use among youth. Ideas and data are organized by means of the Prevention Enhancement Protocols System (PEPS), which is a systematic process for evaluating prevention research and practice evidence, assessing the strength of that evidence, and then developing recommendations for practice. Chapter topics are: (1) "The Problem of Tobacco Use among Youth," covering historical context, epidemiology, consequences, and risk and protective factors for tobacco use among youth; (2) "Community-Based Prevention," including a review of community issues, a rationale for programs, a sociological framework for tobacco control, and a review of programs; (3) "Analysis and Recommendations," which discusses the evaluation of prevention approaches, presents six major approaches, makes recommendations, and reviews research evidence and practice cases; (4) "Tobacco Prevention Intervention: Implementation Action Plan," which provides a conceptual framework for implementation, also covers issues about applications, cost, measurement, and other considerations. Appendixes are: "PEPS Participants," "Research and Practice Search Protocols," "Methodology for Arriving at Recommendations," "Collateral Research," "Abbreviations and Glossary," and "Resource Guide." (EMK)

ED 424 523 CG 028 814

IDENTIFIERS- Aid to Families with Dependent Children; *Mississippi Delta; Temporary Assistance for Needy Families; *Welfare Reform

This document contains selected proceedings from a conference that was convened in the Mississippi Delta region to provide interested stakeholders (citizens and local public officials) with information about recent federal and state welfare reform legislation. The document begins with an explanation of how the old Aid to Families with Dependent Children and new Temporary Assistance for Needy Families programs differ from one another from the standpoints of benefits, requirements, exemptions, and sanctions. Special attention is paid to the effects of welfare reforms on local governments and the activities of Delta State University's Center for Community Development to promote welfare reform. Presented next are the texts of four presentations: "Setting the Stage: Regional Implications" (Mark Manning); "Opening Remarks" (Marianne Hill); "State Legislative Update" (Willie Simmons); and "Federal Legislative Update" (Deborah Weinstein). Concluding the document is the text of the panel discussion held during the conference's morning session moderated by Marianne Hill. Appended are the following: excerpts from presentations by Marianne Hill; citation of an article published by Marianne Hill; addresses of the four conference partners; list of conference planning committee members; and conference agenda. (MN)

ED 424 355 CE 077 150

Hautecoeur, Jean-Paul, Ed.
Alpha 97: Basic Education and Institutional Environments.
PUB DATE- 97
NOTE- 375p.; For earlier editions, see ED 333 164, ED 357 199, and ED 386 343. Prepared in collaboration with the Foundation for Self-Reliance (Hungary), Hungarian Ministry of Education and Culture, and Hungarian Office of National Minorities.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Community Development; Economic Development; Educational Change; Educational Policy; Foreign Countries; Government Role; Literacy Education; *Nontraditional Education; Workplace Literacy

This document was published by Alpha, a research program specializing in alternative, experimental approaches to adult basic education. It is an attempt to widen the field and examine the relationship between the micro and macro levels, between the diversity of different practices and the major policy orientations that foster or limit this diversity. Section 1 contains "A Political Review of International Literacy Meetings in Industrialized Countries, 1981-94" (Jean-Paul Hautecoeur). Section 2 presents six contributions from Central and Eastern Europe: "The Gypsy Minority in Bulgaria: Literacy Policy and Community Development (1985-95)" (Elena Marushiakova, Vesselin Popov); "Basic Education in Romania" (Florentina Anghel); "Adult Basic Education in Albania" (Andon Dede); "Andragogic Summer School: Towards Improving Literacy and Local Development" (Dusana Findeisen); "Basic Education and Community Development in Poland" (Ewa Solarczyk-Ambrokik); and "Adult Basic Education Environments from Discursive Interplay among Legislature, Economics, and Institutions" (Stanislav Hubik). Section 3 consists of five contributions from the European Union: "Keeping Alive Alternative Visions" (Mary

ED 424 372   CE 077 265

Tuckett, Alan
Lifelong Learning in England and Wales. An Overview and Guide to Issues Arising from the European Year of Lifelong Learning.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; Comparative Analysis; *Education Work Relationship; Educational Needs; Educational Objectives; Educational Opportunities; *Educational Trends; Foreign Countries; International Educational Exchange; *Lifelong Learning; Open Education; Partnerships in Education; Postsecondary Education; Program Development; Trend Analysis
IDENTIFIERS- *European Union; Learning Society; *United Kingdom

This document is an overview of the projects conducted in England and Wales as part of the European Year of Lifelong Learning. The document begins with an overview of lifelong learning that outlines the United Kingdom's educational attainment targets for the year 2000 and the six strands of the United Kingdom's lifelong learning policy framework for the coming years: employers' investment in employee training and development; individual commitment; information, guidance, and advice; improving access to learning; basic skills; and partnerships. Presented next are the eight themes that guided the work of the European Commission and its member states as they worked to promote the advantage of lifelong learning to individuals, effective links between businesses and education providers, and the European dimension of lifelong learning. Next, U.K. priorities in the following areas are identified: adults in work; higher education; information, advice and guidance; adult education; and young people preparing for work. The remaining three sections contain the following: summaries of 16 European Year projects in the United Kingdom; guidelines for maintaining the momentum of the European Year of Lifelong Learning; and a discussion of the information and support available to those interested in promoting or pursuing lifelong learning. (MN)

ED 424 373   CE 077 266

Holland, Chris; Frank, Fiona; Cooke, Tony
Literacy and the New Work Order. An International Literature Review.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Annotated Bibliographies; Banking; Career Development; Competence; Competency Based Education; Competition; Delivery Systems; Economic Change; *Education Work Relationship; *Educational Needs; Educational Practices; Educational Research; Educational Theories; Employment Patterns; Employment Problems; Employment Qualifications; Foreign Countries; *Literacy Education; Literature Reviews; Personnel Management; Promotion (Occupational); State of the Art Reviews; Technological

building the concepts and vocabulary necessary to understand SPC in manufacturing environments. SPC-Prep 1 addresses the math skills necessary to perform SPC calculations. SPC-Prep 2 includes application of the math concepts in SPC situations and the building a base of vocabulary and major concepts for actual SPC training. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the lessons--outcome, materials, demonstration, exercise, workplace application, and evaluation. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Topics of SPC-Prep 1 lessons are as follows: math memories; keeping track of learning; math operations; place value; rounding off numbers; finding an average; decimals; and positive and negative numbers. Supplementary lessons focus on fractions and finding percentages. A word list, glossary, and preview and review with scoring guide are provided. Topics of SPC-Prep 2 lessons are as follows: keeping track of learning; quality in the workforce; statistics; SPC terminology; tables, charts, graphs; acceptable range; and QS (Quality Standards) 9000. A preview and review with answer key are appended. (YLB)

ED 424 391 CE 077 301

Ruetz, Nancy
SPC-Prep 1. Participant's Manual. Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 65p.; For related documents, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Basic Skills; *Decimal Fractions; Instructional Materials; Learning Activities; *Mathematics Instruction; Percentage; *Place Value; Staff Development; Statistics; *Workplace Literacy
IDENTIFIERS- *Statistical Process Control

This companion document to the instructor's guide for a course designed to prepare employees for statistical process control (SPC) training given at their workplace by refreshing math skills and building the concepts and vocabulary necessary to understand SPC in manufacturing environments. SPC-Prep 1 addresses the math skills necessary to perform SPC calculations. The manual provides materials on these topics: math memories; keeping track of learning; math operations; place value; rounding off numbers; finding an average; decimals; and positive and negative numbers. Information sheets and exercise sheets are provided. A word list and answer key for the exercises are provided. (YLB)

ED 424 392 CE 077 302

Ruetz, Nancy; Kendrick, Julie
Technology in the Workplace. Instructor's Guide (Revised Edition

workplace literacy program while simultaneously demonstrating products and practices that promote lifelong learning that can be customized and replicated in diverse work environments. The project was a partnership between NashvilleREAD and three business partners: a distribution and repair center, a large urban hospital, and a convalescent center. Five principles underpinned the project: involvement, accessibility, appropriateness, comprehensiveness, and replication. During the project, NashvilleREAD worked with site-based councils to design site-specific workplace literacy training to help employees functioning below a high school level develop the skills and levels of learning needed to maintain their current job and become promotable. Because the hospital had already begun developing a basic skills program for its employees, NashvilleREAD's primary role at the hospital was to help the hospital refine its training methodology. At the distribution and repair center, NashvilleREAD helped design a program that emphasized team building and keeping current with technology. The training program provided at the convalescent center was focused on helping candidates pass a certified nurse technician exam. An external evaluation identified three issues: lack of computers for participants; geographical distance between sites, causing communication problems; and restraints on training time caused by learners' work schedules. Overall, Project WORKSMART fulfilled all its stated objectives successfully. (MN)

ED 424 409 CE 077 363

Bransford, John D.; Haynes, Ada F.; Stein, Barry S.; Lin, Xiaodong
The IDEAL Workplace: Strategies for Improving Learning, Problem Solving, and Creativity.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 586p.; For a related document, see CE 077 362.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Cognitive Development; *Creativity; *Education Work Relationship; Learning Activities; Learning Modules; *Learning Strategies; Lesson Plans; Models; *On the Job Training; Organizational Development; Pretests Posttests; *Problem Solving; Teacher Role; Teacher Student Relationship; Teaching Guides; Training Methods; Training Objectives; Vocabulary; *Workplace Literacy; Workshops

This manual, which is based on extensive research on cognitive psychology and organizational theory, contains resources for nine workshop sessions designed to help people become creative problem solvers in their workplace and their lives. The materials are based on Bransford and Stein's IDEAL model, according to which successful problem solving entails the following actions: Identify problems that others may have overlooked; Develop at least two sets of contrasting goals for any problem and define them explicitly; Explore strategies and continually evaluate those strategies' relevance to their goals; Anticipate the effects of strategies before acting on them; and examine the effects of their efforts and Learn from them. Topics addressed in the nine modules are as follows: the importance of problem solving; the IDEAL framework; understanding ourselves; enhancing creativity; perfecting the art of learning (this topic is covered in two sessions); assessing what we know; effective communication; and putting it normal working language, type, periodicals, information technology facilities, and unit or person in charge. Presented next are similar entries for six national/regional UNESCO offices and six international and regional governmental and regional agencies with which UNESCO cooperates. Concluding the guide are the following: list of four other directors containing information pertinent to planning and research and development in the field of technical and vocational education; organization nomination form; definition of UNESCO's five service regions; and country index. Several sections contain information written in both English or French or both. Although most program descriptions are written in English, a substantial number are in French and some are in Spanish. (MN)

ED 424 425 CE 077 407

Greenberg, David H.; Appenzeller, Ute
Cost Analysis Step by Step: A How-to Guide for Planners and Providers of Welfare-to-Work and Other Employment and Training Programs. Connections to Work.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Bids; Budgeting; Computer Software; *Cost Effectiveness; *Cost Estimates; Data Collection; *Employment Programs; Evaluation Methods; Information Utilization; *Job Training; *Program Costs; Program Design; Tables (Data); *Vocational Education; Welfare Recipients
IDENTIFIERS- *Welfare to Work Programs

Intended for planners and providers of welfare-to-work and other employment and training programs, this guide explains the steps entailed in conducting a cost analysis. The following topics are discussed in the book's six chapters: use of cost analysis before programs and during their implementation; basics of conducting a cost analysis (issue of perspective, costs, the time dimension); costing out ongoing programs (costs per case versus aggregate costs, data needed, steps in estimating gross costs, conversion of gross costs to net costs); cost analysis of a real Job Opportunities and Basic Skills program and implications of program design for program costs; prediction of costs of programs that have not yet been implemented; and use of cost information in program design, bidding, and budgeting. Appended are the following: summary descriptions and main evaluation findings for selected employment and training programs; assignment rates, average length of stay, participation rates, and unit costs for employment and training activities; and program effects on Aid to Families with Dependant Children recipients. The report contains 20 references and a list of 50 recent publications on Manpower Demonstration Research Corporation projects. Forty-six tables/figures are included. (MN)

ED 424 426 CE 077 408

Long, David A.; Bos, Johannes M.
Learnfare! How To Implement a Mandatory Stay-in-School Program for Teenage Parents on Welfare. ReWORKing Welfare. Technical

Products. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 10p.; For related documents, see CE 077 437-438.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Communication Skills; Community Colleges; Competency Based Education; Language Skills; *Literacy Education; Network Analysis; Outcomes of Education; Partnerships in Education; School Business Relationship; *Second Language Learning; *Skill Development; *Spanish Speaking; Two Year Colleges; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- Lane Community College OR

Newood Products was one of the business partners involved in the Workplace Training Project, during which Lane Community College in Eugene, Oregon, and area businesses jointly developed worksite-specific, competency-based training in employer- and worker-identified basic skills. Over a 2-year period, second language courses in both Spanish and English were developed to improve work-related communication between Newood employees--especially those who primarily spoke Spanish with others. Network analysis was used to compare workers' communication patterns before and after the language classes. The network of people involved in the two language training courses did not grow. In the case of the network of all Newood employees, frequency of communication among the network increased but the network's overall size remained virtually unchanged. The network's core (four to six people who spoke Spanish as their primary language) remained largely unchanged. Seven new members were added to the final network. After 18 months, 50% of Newood employees reported occasionally communicating about work partially in Spanish, and about 12% used Spanish frequently during the workday. The language classes appeared to bring more people into the network (at least temporarily) and to increase the frequency of communicating using at least partial Spanish. (MN)

ED 424 446 CE 077 441

Workplace Literacy Program. Administrative Manual. Teacher Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Program Administration; Program Development; Teaching Guides; *Workplace Literacy

These two manuals are designed to aid prospective providers of workplace literacy programs in program organization and implementation. The administrator's manual addresses the following topics: program philosophy, history, potential clients, advertising, guidelines for client meetings, instructor recruitment and training, client goals, learning workplace and job-specific vocabulary, pretesting, class size

production percentage math for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop multiplication and division skills required to solve work-related problems of ratio and proportion. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 463 CE 077 472

Patterns for Success: Learning to Learn (P2). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 25p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Critical Thinking; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; *Learning Strategies; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; Problem Solving; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Transfer of Training; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on learning to learn is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in learning to learn for new employees. Included in the curriculum guide are the following: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the learning, critical thinking, and problem-solving skills required to apply or transfer skills from one job situation to another. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 464 CE 077 473

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Change Strategies; Counseling; *Counselor Role; Organizational Change; *Professional Associations

Critical issues facing the counseling profession include the simultaneous occurrence of turbulence in the professional, legal, and social atmospheres in which counselors operate. Specific examples of turbulence experienced in the state of Washington are presented. In this series of two papers, Dr. Gerber reflects on the critical issues facing the counseling profession. Dr. Myers' keynote speech for the annual conference addresses the question, "If we are truly at a crossroads in our profession, how can we go about the difficult and critical task of deciding our future?" Dr. Myers then reviews the results of three surveys conducted to determine professional counselors' perceptions of critical issues facing the counseling profession today. The methodology and results are presented. The top three priorities from each are presented. Six critical issues needing professional response are identified as professional identity, managed care, advocacy, diversity, American Counseling Association (ACA) politics, and ethical and effective practice that includes the issue of web-based counseling. (EMK)

ED 424 481 CG 028 603

Lloyd, Gwynedd, Ed.; Munn, Pamela, Ed.
Sharing Good Practice: Prevention and Support Concerning Pupils Presenting Social, Emotional and Behavioural Difficulties.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; Elementary Secondary Education; *Emotional Problems; Foreign Countries; *Mainstreaming; Preschool Education; Problem Children; *Psychoeducational Methods; *Special Education; Teaching Methods

This book is the result of a project to identify and disseminate examples of good practice in providing for children experiencing social, emotional, and behavioral difficulties in schools. The focus is on whole-school or classroom approaches to mainstreaming with experience from teachers of preschool to secondary grades. A major theme is providing a high-quality learning experience for special education pupils by integrating them with their fellow students and avoiding the damaging effects of labeling them as disruptive. Educational responses that are beneficial for all pupils are emphasized. Chapters include: (1) "Partnership with Parents" (S. McGhee); (2) "Classroom Management Strategies in a Primary School Class" (R. Russell); (3) "Circle Time" (J. Campbell, J. Dominy); (4) "Raising the Expectations of Parents and Children through Positive Reinforcement" (E. Ferrie); (5) "Primary-Secondary Transition Programme: A Better Chance of Success" (P. Sharp); (6) "Support for Learning across the Curriculum" (R. McDonald); (7) "Developing a Whole School Policy for Behaviour Support" (M. Fleming); (8) "The Role and Work of a Behaviour Support Unit" (K. Young); (9) "Networking for Behaviour Support Teachers" (J. Thomson, C. Wilson). (EMK)

ED 424 482 CG 028 739

Powell, David J.

regression analyses tested the relationships among these remaining variables. For AAFs, singular and combined effect and frequency of racism and sexism on psychological symptoms and self-esteem were nonsignificant. For AAMs and EAFs, effect (but not frequency) of racism and sexism, respectively, on psychological symptoms (but not self-esteem) were significant. Identity development as a moderator between racist and sexist events and psychological well being was nonsignificant. Although AAFs reported higher frequency of racist and sexist events, these events were not linked to their psychological well being. AAFs reported the highest number of psychological symptoms, whereas AAMs reported the lowest number. These results, their implications for counseling psychology, and recommendations for future research are discussed. (EMK)

ED 424 501 CG 028 780

Soley, Georgia; Hooper, Yvonne; Marshall, Renee; Chambliss, Catherine
Educating New Therapists about Differences between Parents' and Therapists' Expectations of Child Psychotherapy.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Child Behavior; Children; Counselor Attitudes; Counselor Training; *Expectation; Normalization (Disabilities); *Outcomes of Treatment; Parent Attitudes; *Psychotherapy; Termination of Treatment

Understanding why parents seek psychotherapy for their children is important for new therapists wishing to optimize the treatment process and outcomes. The development of an effective partnership with the child client's parents seems to be critical to treatment success although little research has explored the congruence of expectations between parents and therapists. Premature termination of therapy has been found to relate to differences in goal and outcome expectations between therapists and family members of clients. In the present study, responses of therapists and parents were compared using a between-subjects design in order to determine differences between these groups in terms of the way they conceptualize the objectives of therapy. Between-group t-tests of a sample of 67 parents and 12 therapists revealed significant differences relating to the objectives of normalization and behavior change. Therapists emphasize the importance of behavior change, while parents view normalization as more crucial than behavior change. Results are presented and discussed. Contains 15 references. (Author/EMK)

ED 424 502 CG 028 781

Brammer, Robert
Effects of Experience and Training on Diagnostic Accuracy.
PUB DATE- 98
NOTE- 15p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Clinical Diagnosis; Clinical Experience; Clinical Psychology; *Information Seeking;

Preventing Substance Abuse among Children and Adolescents: Family-Centered Approaches. Reference Guide. Prevention Enhancement Protocols System (PEPS) Series.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC. Div. of Nursing.
PUB DATE- 98
NOTE- 296p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-815 and CG 028 841-843.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Family Needs; Family Problems; *Family Programs; Mental Health; Parent Child Relationship; Parenting Skills; *Prevention; Program Development; Program Effectiveness; Resilience (Personality); Social Support Groups; *Substance Abuse; Therapy
IDENTIFIERS- Prevention Enhancement Protocols System

Intended for use on national, state, and local levels, the ideas and data in this reference are organized by means of the Prevention Enhancement Protocols System (PEPS). This is a systematic process for evaluating evidence from prevention research and practice, which can then be developed into recommendations for practice. Chapter topics are: (1) "Substance Abuse Problems and the Status of the American Family," including "the extent of the problem" and "critical issues for families and children"; (2) "Risk and Protective Factors and Developmental Models in the Etiology of Substance Abuse"; (3) "Analysis of Evidence and Recommendations for Practice," which discusses "classification of preventive measures and description of approaches," and presents three major approaches with abstracts and recommendations for practice and reviews both research and practice evidence for each approach; (4) "Program Development and Delivery of Family-Centered Prevention Approaches"; (5) "Emerging Areas of Research and Practice," which includes a discussion of the constructs "Resilience" and "Family Support." Appendixes are: "Research and Practice Search Protocols," "Methodology," "Collateral Areas of Interest," "Abbreviations and Glossary," and "Resource Guide." (EMK)

ED 424 524 CG 028 815

Marley, Adele, Ed.
Positive Youth Activities. Substance Abuse Resource Guide. Prevention Enhancement Protocols System (PEPS) Series.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; Department of Health and Human Services, Washington, DC. Div. of Nursing.
PUB DATE- 98
NOTE- 46p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-814 and CG 028 841-843.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (To Environment); Adolescents; Individual Development; *Prevention; Resilience (Personality); *Substance Abuse; Youth Problems; Youth Programs

This resource guide was created to help readers incorporate positive activities into their drug abuse prevention strategies. It highlights prevention materials for positive

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Database Design; Elementary Secondary Education; Guidance Centers; Internet; *Local Area Networks; Recordkeeping; School Psychologists; Teachers; World Wide Web

A school psychologist describes the experience of designing a database management system to keep daily records of services provided to students and parents. Information in the database included: dates, type of service, and time spent. A system such as this provides instant access to accountability data. How to create and maintain the database is discussed. The "Psychologist's Toolbox," designed to be similar to a web-page was created for teachers to be able to access information on their classroom computer. Various services provided by the site are described; for example, a "solution identification scale" is included, which enables teachers to design an intervention for a particular situation. Directions for creating a teacher-accessible web site are included. The toolbox provides teachers with ready access to all needed referral forms, related articles, and reference materials. Teachers can send in the forms by e-mail or print them out. Use of the networked computers enhances and streamlines the consultation process and allows for better delivery of services to both teachers and students. A page for parents is under design. (EMK)

ED 424 543 CG 028 876

Mulilis, John-Paul; Duval, T. Shelley
PrE (Person-Relative-to-Event) Theory of Coping with Threat.
PUB DATE- 98
NOTE- 15p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Coping; Higher Education; Individual Power; Problem Solving; *Stress Management
IDENTIFIERS- *Person Relative to Event Theory

The generalizability of Person-Relative-to-Event (PrE) theory, originally applied to disaster-related situations, is investigated in a non-disaster simulation. The PrE theory of coping with threat emphasizes the relationship between level of appraised threat relative to person resources and personal responsibility. This theory has previously been used to investigate the impact of negative threat appeals on preparedness behavior regarding both earthquakes and tornadoes. PrE theory predicts differences in coping behavior based on level of threat under various conditions of personal responsibility. The present investigation was conducted to verify predictions made by PrE theory when applied to a non-disaster topic (academic assessment). College students (N=65) responded to a questionnaire regarding a verbal assessment examination. Procedures, analysis by MANOVA, and results are described. Support for the theory in both intentions as well as actual preparedness behavior is indicated by results. (Author/EMK)

ED 424 544 CG 028 878

Back to School 1998--National Survey of American Attitudes on Substance Abuse IV: Teens, Teachers and Principals.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.

ability to construct meaning from texts written with English vocabulary and sentence structure is also discussed. Finally, the question of how to link theory to practice is raised, and more semantically and syntactically accessible research literature is recommended to aid in this endeavor. (Contains 7 references.) (Author)

ED 424 565 CS 013 293

Gifford, Myrna; Cochran, Judith; Graham, Glenn; Wiersma, William
Evaluation of the Phonics Demonstration Project.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Teacher, Education, Certification, and Professional Development.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Instructional Effectiveness; *Phonics; Primary Education; Program Implementation; Reading Improvement; Reading Skills; Student Attitudes; Student Motivation; Teacher Attitudes
IDENTIFIERS- *Direct Instruction; Ohio

The Phonics Demonstration Project was developed through the Ohio Department of Education as a means for introducing systematic, direct phonics instruction in the primary grades. Twenty-one Ohio school districts participated in the program. Initial year evaluation of the project focused on whether systematic, intensive phonics instruction was being integrated in the K-3 curriculum; how useful the phonics program was in developing student literacy growth and independence; whether adequate teacher support was provided for implementing the phonics program; and what student and teacher attitudes were about the phonics program. Findings from a sample of 10 participant schools indicated that systematic, direct phonics instruction was being implemented most consistently in the early primary grades. Instruction in integration and transfer of phonic knowledge across the curriculum was not uniformly delivered throughout participant schools. Preliminary reports indicated that phonics programs which encourage and support integration of phonics with other reading and writing strategies were most successful in promoting reading proficiency and independence. Results also indicated that (1) levels of inservice support differed between programs; (2) additional support was needed for new entrants to the program; (3) most teachers overwhelmingly supported the need for a systematic intensive phonics program; and (4) student attitudes about phonics appeared most positive when teachers creatively applied phonics instruction to promote active student engagement and motivation. Recommendations include: continue support for present programs; augment teacher support in the areas of integration and transfer across the curriculum; continue longitudinal data collection; and analyze data from self-report forms to supplement and extend current analysis of a sample population to an analysis of the entire population of teachers. (Contains a table and 4 figures of data.) (RS)

ED 424 566 CS 013 296

Poindexter, Candace; Oliver, Irene
Early Literacy: How To Achieve a Balanced, Comprehensive Approach to Teaching Reading.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English

intellectual effort. If teachers are sensitive to the ways learning disabilities are constructed, they can be better listeners. Teachers can talk with students with learning disabilities to help them recognize their abilities, and teachers can listen more carefully for what students can tell them. (Contains 24 references.) (RS)

ED 424 584 CS 216 525

Birchak, Barb; Connor, Clay; Crawford, Kathleen Marie; Kahn, Leslie H.; Kaser, Sandy; Turner, Susan; Short, Kathy G.
Teacher Study Groups: Building Community through Dialogue and Reflection.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Faculty Development; *Group Dynamics; *Professional Development; Secondary Education; *Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- *Study Groups

Highlighting the issues involved in starting and maintaining a teacher study group, this book provides practical suggestions for organizing, facilitating, and dealing with group dynamics within a study group. It addresses the details that go into making decisions about the time, place, group size, resources, and structure of the meetings, as well as potential difficulties and ways to address them. Guidelines, samples of notes, transcripts of actual conversations all help to re-create the ecology of existing study groups. Chapters in the book are: (1) Why Form a Teacher Study Group?; (2) What Is a Study Group?; (3) How Are Study Groups Organized?; (4) How Are Study Groups Facilitated?; (5) What Does a Study Group Session Sound Like?; (6) What Are the Issues That Study Groups Confront?; and (7) What Is the Influence of Dialogue and Reflection beyond the Study Group? Contains 23 references. (RS)

ED 424 585 CS 216 526

Galin, Jeffrey R., Ed.; Latchaw, Joan, Ed.
The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research.
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Higher Education; Hypermedia; Program Descriptions; Secondary Education; *World Wide Web; *Writing Instruction
IDENTIFIERS- *Dialogic Education

The 12 essays collected in this book suggest both practical and theoretical approaches to teaching through networked technologies. Moving beyond technology for its own sake, the book articulates a pedagogy which makes its own productive uses of emergent technologies, both inside and outside the classroom. The book models for students one possible way for teaching and learning the unknown: a dialogic strategy for teaching and learning that can be applied not only to technology-rich problems, but to a range of social issues. This

Rolls, Judith A.
Training Corporate Outsiders: Doing It the Cape Breton Way.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Joint Conference of the International Communication Association/National Communication Association (Rome, Italy, July 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Communication Skills; *Cultural Context; *Experiential Learning; Foreign Countries; Models; *Training; Working Class
IDENTIFIERS- Communication Strategies; *Nova Scotia (Cape Breton); *Training Needs

This report provides culture-specific information about Cape Breton Island in the province of Nova Scotia, Canada, and describes a communication skills training model that complements its cultural foundation. Data in the report are based on the researcher's experience, on interviews with several trainers and directors of training, and on the literature. The report notes that because Cape Breton is essentially a working class area some of the training strategies might also be applied to other working class venues with similar values. Divided into two sections, the report's first part is an analysis of Cape Breton's cultural uniqueness, while the second part contains a brief overview of an experiential learning model that has been used successfully within the values and biases of the Cape Breton culture. Next are specific examples of trainer characteristics and facilitation strategies that foster successful communication workshops. The report points out that the experiential learning lab model is based on a model used in the Department of Communication at the University College of Cape Breton. (Contains 17 references.) (NKA)

ED 424 607 CS 509 938

Paterno, David J.
Making Sense of the American Family: Audience Constructions of Social Realities through Television and Interpersonal Relationships.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Saratoga Springs, NY, April 23-26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; *Family (Sociological Unit); Higher Education; Interpersonal Relationship; Questionnaires; Student Surveys; Tables (Data); Television Research; *Television Viewing; Undergraduate Students
IDENTIFIERS- *Cultivation Theory (Television); Prime Time Television; *Social Reality; Students as Subjects

A study addressed two issues: the degree to which television accurately reflects, lags behind, or exaggerates the presentation of divorce; and whether or not a cultivation effect influences estimates about divorce rates among couples. A questionnaire was designed for administration to participants, 175 undergraduate students in an introductory computer science, and trigonometry have dramatically increased their enrollments. (Contains 31 references.) (RJM)

ED 424 626 EA 029 389

Levin, Benjamin; Young, Jonathan
The Rhetoric of Education Reform.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Ottawa, Ontario, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; *Government School Relationship; International Education; Political Issues; *Politics of Education; Public Policy
IDENTIFIERS- Canada; Great Britain; New Zealand; United States

More research is needed to explore the ways in which education reform can be considered an international as opposed to a national phenomenon. To meet this need, an examination of the language of recent large-scale education reform in Canada, Great Britain, New Zealand, and the United States is presented. The research looks at the main official documents outlining proposed reforms and at the words of the politicians responsible for introducing those reforms into legislation. The focus is on the similarities and differences between jurisdictions and in the overall nature of official discourse. The text extends the discussion on language and ideology by using a particular set of official documents and pronouncements about purposes and strategies to undergird discussions of the language of reform. The study hinges on two questions: (1) What is the extent to which these various reform programs can be seen as sharing a common language and possibly a common way of thinking as reflected in that language? and (2) What is the role of official discourse in education reform? It was found that at a general level there are many commonalities in the symbolic language used in each country. However, significant differences in the official language of education reform were also evident. (Contains 20 references.) (RJM)

ED 424 627 EA 029 390

Levin, Benjamin; Young, Jonathan
Reshaping Public Education.
PUB DATE- 98
NOTE- 16p.; Paper presented at the International Congress on Social Welfare (Jerusalem, Israel, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; *Government School Relationship; International Education; Political Issues; *Politics of Education; *Public Education; Public Policy; School Restructuring
IDENTIFIERS- Canada; Great Britain; New Zealand; United States

Many countries around the world are engaged in large-scale, government-mandated education reform. To explicate the working of these reforms, a study of government-mandated reform in New Zealand, England, Canada, and the United States is described.

Bauer, Scott C.; Bogotch, Ira E.; Park, Hae-Seong
Modeling Site-Based Decision Making: The Relationship between Inputs, Site Council Practices, and Outcomes.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Decentralization; Educational Administration; Elementary Secondary Education; *Models; *Participative Decision Making; *School Administration; *School Based Management; *School Restructuring
IDENTIFIERS- New York

Few of the empirical studies on school restructuring adequately describe the role of site teams in school reform. This paper addresses this gap, an analysis of what site teams do, how they are configured, and how they operate. This paper presents empirical measures of variables relating to the decision-making and communication practices engaged in by site-based teams and uses these variables in a model to predict significant outcomes of site-based decision making. The paper reports the results of a study that used path analysis to test the relationship among resources provided to site councils and analyze communication and decision-making practices and perceived outcomes. The study's sample includes data from site-based council members in 50 schools in New York State. The results, with respect to the support factors that are identified in the study, suggest that the devolution of power from traditional authorities to site-based teams, which is intended with school-site management, may result in the enhanced influence of these teams. What site teams do with this influence, whether it results in better decision-making or improvement in teaching and learning, depends on what happens at the school site and on how the site-based teams practice site-based decision-making. (Contains 32 references.) (RJM)

ED 424 647 EA 029 413

Brunner, C. Cryss
Benefit or Bane? Critique of the Usefulness of Research about Women Superintendents. (A Brief Commentary.)
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Educational Administration; Elementary Secondary Education; *Females; Instructional Leadership; Leadership Styles; *Research Utilization; *Superintendents
IDENTIFIERS- Gender Issues

Various opinions surround the usefulness of research on women superintendents. An analysis of the benefits and the drawbacks of such research is presented here. The text opens with 10 reasons why such research is of use to women and men. The reasons include: women make up over 70 percent of the teaching

With the re-adoption of the Texas Education Code (TEC) in 1995, the Texas commissioner of education was required to develop and propose an assessment system for students with disabilities and for students of limited English proficiency. The evolution of the Texas Assessment of Academic Skills (TAAS) program and the development of the accountability rating system for Texas's public schools and districts, with an emphasis on the Spanish TAAS, is described. The report provides background information for including more students in the statewide assessment program and discusses ways in which the Academic Excellence Indicator System (AEIS) can be evaluated. The report suggests that expanding the assessment program and AEIS is contingent upon resolving measurement and policy issues related to appropriate testing of students, appropriate use of test results, and the impact on the accountability rating system for Texas schools. Issues discussed include the appropriate testing of students with disabilities, test accommodations for students with disabilities, preparation of students with limited English proficiency for the English TAAS, number and consistency of exemptions, appropriate use of Spanish TAAS results, impact on the accountability system, and attributing students to dual campuses. The text concludes with an update of changes in state statutes related to student assessment and school accountability. (RJM)

ED 424 667 EA 029 438

Lovette, Otis; Savoie, Joe; Armenta, Anthony
Perceived Barriers to Improvement in Education: Targeting Reform Efforts.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Juneau, AK, August 3-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Resistance to Change; Teacher Attitudes
IDENTIFIERS- *Barriers to Change; Louisiana

This paper explores factors that teachers consider to be "barriers" to educational improvement. For the study, "barriers" are those things that hinder or restrict progress. Subjects for the study were graduate students (N=151) in educational leadership programs at three Louisiana universities. The survey instrument, called the Barrier Inventory, was developed at Northeast Louisiana University with the assistance of graduate students. The items in the inventory were indicative of the barriers that the students perceived in their working environment and were developed to provide information about barriers in respondents' individual schools, as well as systemwide barriers. The teachers who responded to the instrument represented 29 of Louisiana's 66 school districts. Identified barriers included student discipline, salary and fringe benefits, and dysfunctional families. Overall, the findings identified various factors, most of which were outside the school environment, that were perceived as limiting improvement in K-12 schools. The paper claims that teachers have less control over the shaping of their students than ever before. An appendix contains the Barrier Inventory. (RJM)

47 references.) (MKW)

ED 424 687 EA 029 466

Patrinos, Harry Anthony; Ariasingam, David Lakshmanan
Decentralisation de l'enseignement: Financements Axes sur la Demande. Le Developpement en Marche. (Decentralization of Education. Demand Side Financing. Directions in Development.)
PUB DATE- 98
NOTE- 67p.; For the English edtion, see ED 419 298. For the Spanish edition, see EA 029 465.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Decentralization; Definitions; Developing Nations; Economically Disadvantaged; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; *Finance Reform; Foreign Countries; Government Role; Minority Groups; Partnerships in Education; Private Schools; *Program Effectiveness; School Business Relationship; *School Choice; Sex Differences
IDENTIFIERS- *Demand Side Financing; World Bank

Central governments' supply-side expansions of schooling have not equally benefited all members of society, especially girls, indigenous peoples, tribal groups, disadvantaged minorities, and the poor. Public spending on education is often inefficient, higher education is subsidized at primary education's expense, and costs are becoming insupportable. To tackle such issues, some governments are exploring demand-side financing, whereby public funds are given directly to individuals or institutions on the basis of expressed demand. Use of decentralized, demand-side financing mechanisms (like vouchers and stipends) is common in member countries of the Organisation for Economic Cooperation and Development. After defining several mechanisms, this booklet provides some country examples aiming to increase school enrollment: stipends in Bangladesh, community financing in Chad, targeted bursaries in China and Mexico, voucher schemes in Colombia, assistance to private schools serving poor children in the Dominican Republic and Pakistan, student loans in Jamaica, and community grants in Pakistan. Program success depends on beneficiaries' involvement and support, parents' active participation, private-sector schools' involvement, partnerships with commercial enterprises, flexibility, capacity building, cultural relevance, equity principles, and transparent fund transfer formulas. (Contains 47 references.) (MKW)

ED 424 688 EA 029 468

Mendelsohn, John M.
Education Planning and Management and the Use of Geographical Information Systems.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cartography; *Computer System Design; *Data Analysis; *Data Collection; Demography; Educational

governmental organizations, and the private sector to continue support to the United Nations Voluntary Fund on Disability; and (5) request the Secretary-General to develop a plan to increase the accessibility of the United Nations and its offices to persons with disabilities. (CR)

ED 424 707 EC 306 795

Gubbins, E. Jean
NRC/GT's Suggestions: Evaluating Your Programs and Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Curriculum; Delivery Systems; Elementary Secondary Education; *Evaluation Criteria; *Gifted; Higher Education; Inservice Teacher Education; *Outcomes of Education; *Program Evaluation; *Program Implementation; Talent

This paper provides a list of questions to help teachers and administrators determine whether initial plans for gifted and talented services are actually aligned with the program implementation. Questions focus on students, curriculum, program implementation, and service delivery and relate to: (1) identification and services provided to gifted and talented students; (2) available data indicating effectiveness of the screening and identification system; (3) additional screening and identification criteria used to ensure that special populations are not being overlooked; (4) curricular options available to meet students' academic needs; (5) available data indicating the effectiveness of the curriculum; (6) the use of acceleration; (7) effectiveness of acceleration options; (8) implementation of program goals and objectives; (9) connection of program goals and objectives to the district's mission and philosophy statements; (10) impact of the programs and services on the regular education program; (11) available advanced training opportunities for all teachers; (12) the use of formal and informal feedback to improve program quality; (13) educational outcomes of students involved in the program; (14) implementation of curriculum approaches at various grade levels; and (15) available evidence illustrating the merit of present service delivery models. The paper also suggests strategies for data collection. (CR)

ED 424 708 EC 306 796

Westberg, Karen L.; Burns, Deborah E.; Gubbins, E. Jean; Reis, Sally M.; Park, Sunghee; Maxfield, Lori R.
Professional Development Practices in Gifted Education: Results of a National Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty

PUB DATE- 98
NOTE- 103p.; Survey conducted by Luntz Research Corp.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Adolescents; Drinking; High Risk Students; *Illegal Drug Use; Middle Schools; *National Surveys; Parent Attitudes; Principals; Questionnaires; Risk; Secondary Education; Smoking; Statistical Data; *Student Attitudes; *Substance Abuse; Tables (Data); *Teacher Attitudes; Teachers
IDENTIFIERS- *Adolescent Attitudes; Drug Free Schools; Middle School Students

For the fourth straight year, responding to an open-ended question, more 12- to 17-year olds named drugs the most important problem they face than named social pressures, violence, crime, or any other issue. One of a continuing series, this survey of teens, teachers, and principals is an attempt to increase understanding of the causes and effects of substance abuse. A "Foreword" (Joseph A. Califano, Jr.) highlights certain important issues and suggests approaches to solutions. Key findings are listed, and an "Overview" provides a preview of the findings of the survey. Data are discussed under the following topics: (1) "What Concerns Teens Most"; (2) "Turning 13: The End of Innocence"; (3) "It's 4 P.M. Do You Know Where Your Children Are?"; (4) "The Family That Eats and Prays Together"; (5) "Mass Media vs. Books and Homework"; (6) "Access and Attitudes: Cigarettes, Alcohol and Marijuana"; (7) "Proximity to Acid, Cocaine and Heroin"; (8) "Drug Dealing in Our Schools"; (9) "Party Time"; (10) "The Principal, Teacher, Student Disconnect"; (11) "What Is To Be Done?"; and (12) "Conclusion." Supporting data are presented in tables as appropriate to discussions. Data analysis, methodology, and data tabulations are appended. (Author/EMK)

ED 424 545 CG 028 880

High School Counselor Training, 1998. Participant's Guide.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Applicants; *Counselor Training; Federal Aid; *Financial Aid Applicants; Financial Needs; Financial Support; High School Seniors; High Schools; Higher Education; Paying for College; School Guidance; *Student Financial Aid; Student Loan Programs; Work Study Programs

This workshop trains high school counselors to provide training that introduces high school students to the Free Application for Federal Student Aid (FAFSA). The participant guide provides a workbook for high school counselors to use during the workshop. Contents of the sessions are (1) "Introduction"; (2) "Completing the FAFSA"; (3) "Getting the Results"; (4) "What Does a College Do?"; and (5) "Getting Help." In the introduction, three typical students are introduced who are used as examples during the workshop. The various types of federal student aid are introduced and eligibility criteria are reviewed. In Session 2 the reasons for completing a FAFSA are

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Emergent Literacy; *Phonics; Primary Education; *Reading Comprehension; *Reading Instruction; *Spelling; Teaching Methods; Thinking Skills; *Vocabulary Development
IDENTIFIERS- *Phonemic Awareness

This paper discusses six instructional components that meet the literacy needs of all students and address all of the components of a balanced and comprehensive approach to reading instruction: (1) phonemic awareness (the understanding that spoken words and syllables are made up of sequences of elementary speech sounds); (2) letter names and shapes; (3) systematic, explicit phonics; (4) spelling; (5) vocabulary development; and (6) comprehension and higher-order thinking. The paper describes each component and offers research-based advice on instructional techniques. (RS)

ED 424 567 CS 013 297

Bondanza, Amy; Kelly, Katie; Treewater, Adam
Means of Improving Reading Comprehension.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Decoding (Reading); Elementary Education; English Instruction; Instructional Improvement; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Motivation; Reading Processes; Reading Strategies; Teaching Methods
IDENTIFIERS- Reading Theories

Reading comprehension is an important skill that every student needs in order to be successful. It is directly influenced by how readers construct a representation of the information that they are taking in. Overwhelmingly, the processing strategies found in research can appropriately fit into the Into, Through, Beyond strategies used in the Specially Designed Academic Instruction in English (SDAIE) approach. The Into Phase introduces the material to the reader, or group of readers, by creating curiosity for the students to relate to the topic. The purpose of this phase is to explore the subject's content prior to reading in order to expand comprehension of the written text during reading. The "Through" Phase enhances comprehension through several different strategies. One such technique involves a process known as "chunking," the procedure of breaking up reading material into manageable sections. The "Beyond" Phase, by simple definition, are activities which require the student readers to respond to and reflect upon what they have read or what the teacher has read to them. These activities help to improve students' memory for detail as well as their ability to make logical inferences. (Contains 10 references.) (CR)

ED 424 568 CS 013 299

Ness, Andrienne V.
Planning and Delivery of Appropriate Reading Instruction Based on Assessment and Evaluation.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English

approach, based on the work of Mikhail Bakhtin, understands language itself as a field of creative choices, conflicts, and struggles. After a foreword by Gail E. Hawisher and Cynthia L. Selfe, essays in the book are: (1) "Introduction" (Jeffrey R. Galin and Joan Latchaw); (2) "What Is Seen Depends on How Everybody Is Doing Everything: Using Hypertext To Teach Gertrude Stein's 'Tender Buttons'" (Dene Grigar); (3) "Voices That Let Us Hear: The Tale of the Borges Quest" (Jeffrey R. Galin and Joan Latchaw); (4) "How Much Web Would a Web Course Weave if a Web Course Would Weave Webs?" (Bruce Dobler and Harry Bloomberg); (5) "Don't Lower the River, Raise the Bridge: Preserving Standards by Improving Students' Performances" (Susanmarie Harrington and William Condon); (6) "The Seven Cs of Interactive Design" (Joan Huntley and Joan Latchaw); (7) "Computer-Mediated Communication: Making Nets Work for Writing Instruction" (Fred Kemp); (8) "Writing in the Matrix: Students Tapping the Living Database on the Computer Network" (Michael Day); (9) "Conferencing in the Contact Zone" (Theresa Henley Doerfler and Robert Davis); (10) "Rhetorical Paths and Cyber-Fields: ENFI, Hypertext, and Bakhtin" (Trent Batson); (11) "Four Designs for Electronic Writing Projects" (Tharon W. Howard); and (12) "The Future of Dialogical Teaching: Overcoming the Challenges" (Dawn Rodrigues). A 76-item glossary is attached. (RS)

ED 424 586 CS 216 527

Jody, Marilyn; Saccardi, Marianne
Using Computers To Teach Literature: A Teacher's Guide.
PUB DATE- 98
NOTE- 236p.; Second edition of "Computer Conversations," revised and updated.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Elementary Secondary Education; *English Instruction; Higher Education; *Literature Appreciation; *Online Systems; Teaching Methods; *World Wide Web

Emphasizing the need for and offering new instructional strategies for the English classroom, this book demonstrates not only that teachers can do something about the effect of technology in the English classroom, but that they must. The book shows how electronic communication can, at every educational level, foster a natural collaboration between teachers and teacher-educators, schools and colleges, children and adults, and especially between authors and readers. After a preface and an introduction, chapters in the book are: (1) The BookRead Project (in which students in different parts of the country read good books and talked with each other about them over a computer network); (2) The Classroom; (3) The Literature; (4) Computer Conversation Basics; (5) Books on Computer; (6) Networks and Conversations Online; and (7) Introduction to the World Wide Web. Contains 25 references, a 156-item annotated bibliography of children's books, a 16-item annotated list of professional resources, and an 87-item list of additional resources. Appendixes present excerpts from "author chats"; a discussion of a reader-response workshop; a discussion of computer competencies and the language arts; and three articles ("A Simple Way To Integrate Technology into Your School" by Randy Pitts, "Exercise in Memory: Three communication course at a Carnegie Foundation Research II University. Morgan and Shanahan (1995) have found that college-aged adults have the most robust cultivation effects across 20 years of analysis, and additionally, undergraduate students watch a great deal of television. Data supported the hypothesis that an identifiable pattern of families on television existed; moreover, the presentation of families on television overestimated rates of divorce and also of widowed parenthood. Measurable cultivation did not occur in this sample of students; programming did not seem to lead or be related to estimates of the kinds of families these students felt were found in reality. Instead of abandoning cultivation, the study of television could be broadened to include what people actually do when they sit in front of a TV screen. Studying the process of watching television may be useful in accounting for how viewers construct information environments within interpersonal relations. (Appendixes contain a sample survey, a typology of marriage and family life on prime time television, and statistical data; a 21-item reference list is also attached.) (NKA)

ED 424 608 EA 027 912

Illinois Academic Standards--For Public Review and Comment. Volume One, State Goals 1-10. English Language Arts, Mathematics. Preliminary Draft.
PUB DATE- 96
NOTE- 187p.; For the draft reports on state goals for other learning areas, see EA 027 913-915.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Objectives; Elementary Secondary Education; English Curriculum; English Instruction; Evaluation Criteria; Mathematics Curriculum; Mathematics Education; *State Standards; Statewide Planning
IDENTIFIERS- *Illinois

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the first in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for English language arts and mathematics and the proposed benchmarks to measure progress toward each state goal for these areas; and presents the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

ED 424 609 EA 027 913

The paper reports on some of the main issues that are emerging, including the finding that current reforms in these areas seem to embody a sharp break from what might be called the "post-war consensus" on education policy, both in terms of substance and in policy processes. Education policy is becoming more polarized and there are many fears about the negative consequences of current directions. The focus is on three areas in reform efforts: (1) the centralization of curriculum coupled with large-scale testing of students and evaluation of schools; (2) the decentralization of management responsibility from intermediate bodies to individual schools; and (3) the introduction of elements into a market system of education. The paper looks at the commonalities and differences in reform and the shift away from past practices. Public education is being reshaped but that the situation is diverse and that reform usually marks less of a change than rhetoric suggests. (Contains 30 references.) (RJM)

ED 424 628 EA 029 391

Ogawa, Rodney T.; Stine, Deborah; Huston, Deborah
California's Class-Size Reduction Initiative: Differences in Teacher Experience and Qualifications across Schools.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; Educational Assessment; Elementary Education; *Elementary School Teachers; Information Needs; Program Effectiveness; Program Evaluation; *Teacher Qualifications; Teacher Student Ratio; *Teaching Experience
IDENTIFIERS- *California; *Class Size Reduction

Early evidence on California's Class Size Reduction (CSR) Program suggests that teacher applicant pools have been depleted and that many teachers who lack experience and credentials were hired. To examine the impact of CSR, a study analyzed whether the experience and qualifications of teachers in reduced-size classes vary across schools and, if so, whether it is possible to identify school characteristics that might account for the variation. The results of the study indicate that teachers in reduced-size classes were less experienced and less qualified than their district counterparts. Schools with higher percentages of Latino students tended to have reduced-size-class teachers with less overall teaching experience and less experience in their current districts. Schools that had a difficult time attracting qualified teachers to begin with were forced to compete for teachers in a severely reduced market. These schools also faced the problem of experienced teachers leaving their schools for more desirable locations. The study cautions policymakers as they consider future actions and suggests the need for further studies employing statewide samples and using a broader range of teacher quality measures to track the movement of teachers across schools and districts. (Contains 5 tables and 11 references.) (RJM)

ED 424 629 EA 029 392

Lindle, Jane Clark; Gale, Bruce S.; Curry-White, Brenda
Overview of Results from 1994 & 1995 School-Based Decision Making Surveys.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 96
NOTE- 33p.

ranks but only 7 percent of them occupy superintendent chairs; they support the evidence that women can succeed in the superintendency; they reinforce the evidence that women see, value, and know women as superintendents are important role models for other women aspiring to the position; the world differently as compared to men; they help people understand that women's different ways of seeing the world become more important as the job of superintendent undergoes significant changes; and such research helps to explain women administrators' career paths, gender specific expectations of the role, selection, retention, and potential to help change educational administration preparation programs. On the other hand, some men and women are offended by research that is female-specific. They may view such research as essentialist in nature; some women wishing to be superintendent may doubt themselves after comparing themselves to successful women superintendents; and such research is dominated by women. (Contains 53 references.) (RJM)

ED 424 648 EA 029 414

Rofes, Eric
How Are School Districts Responding to Charter Laws and Charter Schools? A Study of Eight States and the District of Columbia.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Legislation; Elementary Secondary Education; *Influences; Nontraditional Education; Politics of Education; Responses; *School Districts; *School Law

This report provides findings from a study that aimed to identity: (1) the impact of charter schools on school districts; (2) the ways school districts had responded; and (3) whether districts had experienced systemic change as a result of charter laws and the opening of charter schools. The study was conducted in 1997, six years into the nation's experiment with charter schools. It focused on eight states and the District of Columbia and included case studies of 25 school districts affected by charter schools. The study revealed the following primary impacts: (1) the loss of students and often an accompanying loss of financing; (2) the loss of a particular kind of student to niche-focused charter schools; (3) the departure of significant numbers of disgruntled parents; (4) shifts in staff morale; (5) the redistribution of some central office administrators' time and increased challenges predicting student enrollment and planning grade-level placement. Of the 25 case-study districts in this research study, almost half (12 or 48%) had experienced either strong (five or 20%) or moderate (seven or 28%) impact from charter schools and slightly more than half (13 or 52%) had experienced either no impact (nine or 36%) or mild impact (four or 16%). Large urban districts had experienced significantly less impact from charters than rural, suburban, and small urban districts. (AA)

ED 424 649 EA 029 415

Pena, Robert A.
Community Based Organizations and Public Schools: Implications for Inclusion, Pedagogy, and the Organizational Context of Schools.

ED 424 668 EA 029 439

Hughes, Jonathon T.; Rodabaugh, Karl
Multimedia Budget Presentations.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Computer Software; Computer Software Selection; Educational Technology; Elementary Secondary Education; *Multimedia Instruction; *Multimedia Materials; Teaching Methods
IDENTIFIERS- Multimedia Technology

This book provides an overview of the potential of multimedia budget proposals. The text reviews the fundamentals of multimedia, emphasizing how it improves communication by using multiple levels of input. A process for analyzing many of the budget decisions that must be made, as adapted from Robert Finney's five-step process of "Gap Analysis," is outlined. Tips for applying multimedia techniques to the budget process to help users analyze information and make decisions are followed by concrete suggestions for the type of multimedia graphs and charts that are appropriate at each stage of the budget-development process. Numerous examples of the types of charts that can be used to present descriptive, comparative, and summative information to the viewer are given. Administrators can learn how to combine strategic graphing tools to create a multimedia presentation. Advice on the elements of effective multimedia school-budget presentations are detailed, along with various tips on setting up a room for such a presentation. The text concludes with a recap of major points. (Contains approximately 135 references.) (RJM)

ED 424 669 EA 029 442

Keltner, Brent R.
Funding Comprehensive School Reform. Rand Issue Paper.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; *Federal Aid; *Financial Support; Public Schools; *Resource Allocation
IDENTIFIERS- *New American Schools

Comprehensive school reform is a type of reform process directed at primary and secondary education that relies on the simultaneous change of all elements of a school's operating environment aligned with a central, guiding vision. This new approach was developed in response to the growing dissatisfaction with the traditional piecemeal reform, which focuses on isolated educational gaps. Analysis of data from 55 New American Schools currently implementing comprehensive reform identified several advantages of comprehensive reform. These are mainly that the fragmentation associated with traditional single-focused reform is avoided, the schools have access to reform models developed by designers for K-12 schools, and these designs bring with them a clear blueprint

Administration; *Educational Planning; *Educational Resources; Elementary Secondary Education; Foreign Countries; *Geographic Concepts
IDENTIFIERS- *Geographic Information Systems; UNESCO

Education depends on resources that may be tangible (teachers, facilities, textbooks, money) or intangible (political will, parental support). Considerations of space, usually in the form of questions containing the word "where", constitute another resource issue that confronts educational managers almost daily. Questions like "Where are new schools needed?" and "Where are the best bus routes for pupil transportation?" require answers that are often only available after exhaustive and expensive research. A Geographical Information System (GIS) is a computer program designed to capture, collect, store, and process the type of information needed to answer the "where" questions, and to make that information available to educational planners. Following explanations of maps, spatial information, attribute information, and ways to relate these through the use of geocodes, this book provides detailed instructions on developing a GIS and extracting and analyzing data for use in educational management. Maps are emphasized as a particularly accessible GIS product, and situations that exist in developing countries frequently appear as illustrative examples in the text. Recommendations are made for computer hardware and software, as well as personnel and staffing. (Contains 20 figures and 27 references.) (MKW)

ED 424 689 EA 029 469

Lybbert, Blair
Transforming Learning with Block Scheduling: A Guide for Principals.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Block scheduling; *Educational Planning; Excellence in Education; Principals; School Administration; School Effectiveness; *School Organization; Secondary Education; *Time Management; Trimester System

One result of the extraordinarily rapid pace of educational reform in recent decades has been public expectation of greater accountability for the more than $300 billion spent annually on schools. As reformers have sought better ways to utilize all resources, including instructional time, block scheduling has been developed as a more efficient way to organize class time. This guide was designed to: (1) help school leaders determine if block scheduling can improve their schools; and (2) provide instructions for implementing scheduling changes. The first five chapters define different types of block scheduling through the use of descriptions and illustrations of various scheduling models; potential problems are discussed and possible solutions suggested. Chapters 6-9 describe the implementation process and include steps for an effective plan of action (chapter 6), a discussion of priority decisions necessary to a successful transition (chapter 7), and information on possible barriers to implementation (chapter 8). Resource A (appendix) provides sample schedules from schools using different types of block schedules, including alternating blocks, modified blocks, and trimester plans. While most

Development; *Financial Support; *Gifted; *Inservice Teacher Education; National Surveys; *Peer Teaching; Program Evaluation; Regular and Special Education Relationship; School Districts; *Talent; Teacher Collaboration

This paper reports the results of a national survey that investigated the scope and nature of professional development practices in gifted education used in 1,231 school districts across the country. Professional development was defined on the survey as a planned program of learning opportunities to improve the performance of the administrative and instructional staff. Closed-ended statements were included in the following areas: mission and philosophy, needs assessments, goal setting, incentives, design of professional development practices, impact, topics, formats, scheduling, options, and providers. Each statement was followed by responses on a 4-point scale ranging from "not accurate" to "completely accurate." Results found: (1) a very small proportion of school districts' total professional development dollars is spent on gifted education topics; (2) gifted education specialists rarely provide professional development training to other faculty members within their school districts; (3) many districts do not take into account the needs of individual faculty members when designing professional development experiences in gifted education; (4) the majority of districts do not evaluate the impact of the professional development practices in gifted education; and (5) peer coaching between classroom teachers and gifted education teachers is seldom or never used to provide professional development. (CR)

ED 424 709 EC 306 797

Dinnocenti, Susan T.

Differentiation: Definition and Description for Gifted and Talented.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Classroom Environment; Cognitive Development; Cognitive Style; *Curriculum Design; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Talent; Teaching Methods

IDENTIFIERS- *Differentiated Curriculum (Gifted)

This paper defines and discusses the term "differentiation" as it is applied in gifted and talented education programs. It begins by describing three components that are most notably associated with differentiation: content (what is being taught); process (how it is being taught); and product (tangible results produced that are based on students' interests and abilities). Goals related to these components and additional dimensions of differentiation include: (1) put more depth into curriculum through organizing the curriculum concepts and structure of knowledge; (2) use many instructional techniques and materials to enhance and motivate learning styles of students; (3) improve the cognitive development and the students' ability to express themselves; (4) enhance the comfort of the classroom by changing grouping formats and physical areas of the environment; and (5) use artistic modification to share

Theories; *Multicultural Education; Student Attitudes; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Instructional Conversation

This study focused on identifying learning difficulties with a view to incorporating both understanding of those difficulties and methods for minimizing or neutralizing them in multicultural classroom settings. Discussion gives guidelines for teachers to use in analyzing student concepts and approaches to learning, particularly in the question-and-answer format. (Contains 56 references.) (CNP)

ED 424 727 FL 025 109

Un Marco Abierto: Un Manual de Matematicas y Ciencas Utilizando Inteligencias Multiples Disenado para Estudiantes Bilingues de Educacion General y Especial (An Open Framework: A Math and Science Manual Utilizing Multiple Intelligences Designed for Bilingual Students in General and Special Education).
PUB DATE- 97
NOTE- 151p.
LANGUAGE- Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education; Bilingual Students; Cognitive Mapping; Elementary Education; *English (Second Language); Gifted; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Instructional Materials; Lesson Plans; *Mathematics Education; *Multiple Intelligences; *Science Education; Second Language Instruction; Semantics; Spanish; Special Education; Teaching Guides; *Thematic Approach

This manual incorporates a Multiple Intelligences perspective into its presentation of themes and lesson ideas for Spanish-English bilingual elementary school students in grades 4-8 and is designed for both gifted and special education uses. Each unit includes practice activities, semantic maps to illustrate and help organize ideas as well as curricular connections in mathematics and science, and ESL linguistic summaries which provide examples on how to develop ESL activities for English vocabulary. (CNP)

ED 424 728 FL 025 164

Sierra, Josu
Que hay de nuevo acerca de la inmersion? Un Breve Recorrido por sus Fundamentos y por las Investigaciones Actuales (What's New in Immersion? A Brief Overview of Its Bases and Present-Day Research).
PUB DATE- 97
NOTE- 9p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Educational Theories; Elementary Education; Error Correction; Feedback; *FLES; Foreign Countries; *Immersion Programs; Language Research; Second Language Instruction; Teaching Methods

This discussion briefly surveys the development of the immersion method of second language teaching, outlining the central program strategies and characteristics using Curtain's and Pesola's descriptions. An overview of recent research focuses on error correction and feedback studies as an example of pedagogical-methodological evolution in this approach. (CNP)

A review of literature focuses on the literacy acquisition process of deaf children who acquire American Sign Language (ASL) as a first language and written English as a second language. Literacy in this context is defined broadly to include the context and culture in which reading and writing occur, referring to the strong connection between language learning, the individual, and the community and emphasizing the importance of literacy acquisition and problems that can occur when literacy in this broad sense is impaired. Topics addressed in the review include: the nature of bilingualism; bilingual deaf education (BDE), or the teaching of English to deaf children as a second language (including the differences in the natures of ASL and English and differences between BDE and other forms of bilingual education); and the need for special strategies for literacy instruction for deaf children (motivation and self-concept development, teacher understanding of the principles of language development, the role of basic knowledge of the first language (ASL) in developing literacy, the speak-then-read approach, allowing student use of translation, emphasis on comprehension, incorporation of culture into instruction, use of cultural role models). Contains 56 references. (MSE)

ED 424 752 FL 025 533

Lally, Carolyn
Grammar in the Second Language Classroom: An Ever-Changing Role.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audiolingual Methods; Comparative Analysis; *Educational History; Educational Trends; *Grammar; Grammar Translation Method; Natural Language Processing; *Second Language Instruction; *Second Languages; Suggestopedia; Teaching Methods; Trend Analysis
IDENTIFIERS- Monitor Model; Total Physical Response

The history of grammar instruction in second language education is traced, focusing on the evolution of grammar's role from a central place in instruction to its current peripheral, almost problematic role. The objective is to provide background information so that second language educators can redefine grammar's role in language instruction. The dominant mode of grammar instruction from the late eighteenth to the early twentieth century was the grammar-translation method, which was promoted as good mental training and used both explicit and deductive teaching methods. This approach was challenged by proponents of second language learning in the same natural context as first language learning, then by emphasis on reading skills. The audiolingual method evolved after the second world war, aimed at developing all four language skills (listening, speaking, reading, writing), and its successor, the cognitive method, emerged soon after. Subsequently some controversial methods, including Total Physical Response, the Monitor Model, the Natural Approach, Silent Way, Community Language Learning, and Suggestopedia evolved, each with a different approach to grammar learning. Contains 67 references. (MSE)

ED 424 753 FL 025 537

Salies, Tania Gastao
Teaching Language Realistically: Role Play Is the Thing.
PUB DATE- 95

Subjects were 136 students enrolled in a history program at an Egyptian university, divided randomly into experimental and control groups. The experimental group received training in dialogue journal writing in addition to classroom English language instruction; the control group received only the language instruction. All students were pre and posttested on English speech skills. Results indicate that the groups scored about equally on the pretest, but the experimental group scored significantly higher on the posttest, suggesting the journal-writing training helped improve speech skills. Topics for further research are recommended. (Contains 37 references.) (Author/MSE)

ED 424 773 FL 025 574

Kester, Donald L.; Plakos, John; Santos, Will
Evaluation of the Family/School Partnership Project, Year III, 1996-97.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 83p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Computer Oriented Programs; *English (Second Language); *Family School Relationship; Heritage Education; Intermediate Grades; Junior High Schools; Language Proficiency; *Limited English Speaking; Mathematics Instruction; Middle Schools; Native Language Instruction; Program Descriptions; Science Instruction; Self Esteem; Social Studies; State Standards; *Transitional Programs
IDENTIFIERS- Middle School Students

The report details the third-year evaluation of a transitional bilingual education project at Chester W. Nimitz Middle School in Huntington Park, California. The Family/School Partnership Project is designed to assist limited English proficient students in mastering English skills to transition to regular classroom activities by integrating current language research, the state curriculum framework, and computer technology in a nonthreatening learning environment. The instructional program focuses on four areas: English and native language proficiency; mathematics, science, and social science; cultural heritage education; and self-esteem building. The report outlines specific objectives in each of these areas and statistical data on the program's success in meeting them. Supporting documentation, including samples of student work, is appended. (MSE)

ED 424 774 FL 025 575

Orr, Thomas, Ed.
The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, November 8, 1997).
PUB DATE- 98
NOTE- 113p.; For individual articles, see FL 025 576-588.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art History; *Business Communication; Classroom Techniques; Computer Networks; Cooperative Learning; Cross Cultural Training; Curriculum Design; Discourse Analysis; Electronic Mail; Engineering Education; *English for Academic Purposes; *English for Special Purposes; *English (Second

more slowly than in previous generations; (3) the best way to learn a language is through "total immersion"; (4) children learning English are retained too long in bilingual classrooms, at the expense of English acquisition; (5) school districts provide bilingual instruction in scores of native languages; (6) bilingual education means instruction mainly in students' native languages, with little instruction in English; (7) bilingual education is far more costly than English language instruction; (8) disproportionate dropout rates for Hispanic students demonstrate the failure of bilingual education; (9) research is inconclusive on the benefits of bilingual education; and (10) language-minority parents do not support bilingual education because they feel it is more important for their children to learn English than to maintain the native language (Contains 15 references.) (JL)

ED 424 793 FL 801 265

Research Agenda for Adult ESL.
SPONS. AGENCY- Teachers of English to Speakers of Other Languages, Inc., Alexandria, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; Classroom Techniques; *Educational Policy; *English (Second Language); Inservice Teacher Education; *Instructional Effectiveness; *Language Research; Language Teachers; *Literacy Education; Program Evaluation; Public Policy; Research Needs; Second Language Instruction; Second Language Programs; Staff Development; Student Characteristics; Student Evaluation; Teacher Education; Teaching Methods

The research agenda for English-as-a-Second-Language (ESL) teaching and learning summarizes issues identified for further study by ESL professionals over the period of 1996-1998. The document is designed to provide funding agencies with clear priorities for research suggested by leaders in the field, provide researchers with support for proposing specific projects, and provide a focus for discussion about improvement of ESL programs. Recommendations are made for research and development in the areas of: adult ESL learners; program design, instructional content, and practices; teacher preparation and staff development; assessment and outcomes; policy; and priority issues. In each area but the last, five to ten specific research questions are presented. Contains 32 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 424 794 HE 030 547

Ramsey, Kimberly
Public University Responsiveness to School Reform: Lessons from Four State Systems.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.; Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English

pioneer broadly accessible "mass" higher education between 1880 and 1930. The final section of the document contains summaries of recent dissertations on the history of higher education. (Individual articles contain references.) (DB)

ED 424 812   HE 031 666

Rice, R. Eugene
Making a Place for the New American Scholar. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #1.
PUB DATE- 96
NOTE- 43p.; For related documents, see HE 031 667-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Development; Career Ladders; *Career Planning; *College Faculty; *Faculty College Relationship; Faculty Development; Faculty Promotion; Faculty Workload; Higher Education; Noninstructional Responsibility; Professional Autonomy; Quality of Working Life; Recognition (Achievement); *Scholarship; *Work Environment

This essay, the first in a series about the priorities of the professoriate, offers a vision of the new American scholar. The first part of the essay examines the numerous activities that surround faculty work and how they relate, in a changing external environment, to the role of the scholar. The stage is set by defining how higher education relates to the larger purposes of American society and by noting the assumptions and consensus within which academic professionals have traditionally operated. The essay then examines how the contexts of faculty work are being transformed in the 1990s by financial constraints, the technological environment, and basic assumptions about work itself. The second part of the essay deals with how these changes affect and necessitate rethinking faculty careers. It discusses changes in the academic workplace, the shifting concept of scholarship, the interdependence of teaching and research, the relationship between personal and professional needs, interactive approaches to learning, working within a collaborative organization, the career implications of crossing knowledge domains and moving in and out of the academy, and tenure and alternative employment arrangements. (Contains 23 references.) (CH)

ED 424 813   HE 031 667

Trower, Cathy A.
Tenure Snapshot. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #2.
PUB DATE- 96
NOTE- 25p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Contracts; Employment Practices; *Faculty College Relationship; Financial Exigency; Higher Education; Nontenured Faculty; Personnel Policy; Surveys; *Tenure; *Tenured Faculty

This report, one in a series about the priorities of the professoriate, presents a narrative summary of information received from 280 higher education institutions that responded to an American Association for Higher Education survey on

ED 424 729 FL 025 224

Schmitt, Lothar M.; Christianson, Kiel T.
Combining the Bourne-Shell, sed and awk in the UNIX Environment for Language Analysis.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Discourse Analysis; Etymology; Grammar; Indexes; *Language Patterns; *Online Searching; Phonemics; Phonetic Transcription; Phonetics; *Programming; Search Strategies; Second Language Learning; Translation
IDENTIFIERS- *UNIX Operating System

This document describes how to construct tools for language analysis in research and teaching using the Bourne-shell, sed, and awk, three search tools, in the UNIX operating system. Applications include: searches for words, phrases, grammatical patterns, and phonemic patterns in text; statistical analysis of text in regard to such searches, transformation of phonetic, phonemic, or typographic transcriptions; comparison of texts in various respects; lexical-etymological analysis; concordance; assistance in translating text; assistance in learning languages; assistance in teaching languages; and text processing and formatting. The latter includes generation of on-line dictionaries for the Internet from files that were generated with what-you-see-is-what-you-get editors representing only the linear structure of the dictionary. All of the above can be achieved with particularly simple and short code. In that regard, it is shown how sed and awk can be combined in the pipe mechanism of UNIX to create very powerful processing devices. Notes include a short introduction to programming the Bourne-shell and brief but complete descriptions of sed and awk customized for language analysis. Contains 51 references. (Author/MSE)

ED 424 730 FL 025 312

ALTE Handbook of European Language Examinations and Examination Systems.
PUB DATE- 98
NOTE- 87p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Danish; Dutch; English; *Evaluation Criteria; Evaluation Methods; Finnish; Foreign Countries; French; German; Greek; Group Membership; Irish; Italian; *Language Proficiency; *Language Tests; Languages; Norwegian; Organizations (Groups); Portuguese; Professional Associations; *Second Languages; Spanish; Swedish; Test Construction; *Testing; Uncommonly Taught Languages
IDENTIFIERS- *Europe; *Luxembourgish

The handbook describes language examinations offered and examination systems administered by members of the Association of Language Testers in Europe (ALTE). An introductory section describes the rationale behind the founding of the organization, lists its 22 current members, and states its aims and objectives. Subsequent sections detail the framework and

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Language Usage; Relevance (Education); *Role Playing; Second Language Instruction; Second Language Learning; Self Esteem

Role-playing is proposed as an ideal technique to teach language because it prepares learners for the unpredictable nature of real-life communication, teaches appropriate language use, and boosts self-confidence. Theories that have paved the way for the current communicative approach to language teaching are reviewed, role-playing is defined, and the rationale for role-playing is outlined, focusing on its effectiveness in the areas noted above. It is argued that role-playing prepares learners for realistic communication, adding emotion, inventiveness, and listener awareness to language teaching. It also contextualizes language use and exposes the student to conversational routines and cultural discussion. Finally, role-playing gives students instant evidence of the success of their language usage, fosters retention, and stimulates involvement in a relatively risk-free environment. It is suggested that the technique be used often, alongside other language teaching techniques, and with variation. Specific classroom procedures for introducing and implementing role-playing are outlined, and several sample activities are described. Contains 25 references. (MSE)

ED 424 754 FL 025 538

Cazabon, Mary T.; Nicoladis, Elena; Lambert, Wallace E.
Becoming Bilingual in the Amigos Two-Way Immersion Program. Research Report 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Case Studies; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Mathematics Instruction; Participant Satisfaction; Program Descriptions; Program Effectiveness; Reading Skills; *Second Languages; Spanish; Standardized Tests; Surveys
IDENTIFIERS- *Two Way Bilingual Education

The design and effectiveness of the Amigos program, a two-way Spanish-English bilingual immersion program in Cambridge (Massachusetts) are described. In the program, half the instruction is in English, half in Spanish from kindergarten through eighth grade. Half the students are native Spanish-speakers and half are native English-speakers. The report begins with a description of the program's design, then presents two brief case studies of two native Spanish-speaking program graduates, including comments from interviews. The bulk of the report consists of the results of an attitude survey administered to all students in 1996 and of standardized tests of English and Spanish skills, including reading and mathematics subscales from 1990-91 through 1996-97. It is concluded that both native English-speaking and native Spanish-

Language); Foreign Countries; Higher Education; Instructional Materials; Language Tests; Majors (Students); Nursing Education; Phonology; Physician Patient Relationship; Pronunciation Instruction; *Science Education; Simulation; Sociocultural Patterns; Sociolinguistics; Student Evaluation; Teaching Methods; *Technical Writing; Writing Instruction
IDENTIFIERS- Simplification (Language)

The 13 papers archived here represent a sampling of the 23 presentations approved for the Japan Conference on English for Specific Purposes (ESP): "An Overview of ESP in the 1990s" (Tony Dudley-Evans); "'Easifying' ESP Texts for EFL Science Majors" (Judy Noguchi); "From Non-Communicative Exercises to Technical Writing: Profile of a Two-Semester Preparatory Sequence" (Doug Sawyer); "E-Mail in the Business World: Issues for Teachers of ESP" (John Bauman); "Assessment Dilemmas in a Language and Cross-Cultural Training Program" (Tom Hayes, Jane Cargile); "Collaborative Interaction in Networked Writing Classrooms: The Student Experience" (Tim Roskams); "Nursing Matters" (Charles Adamson); "Student Recommendations for ESP Curriculum Design" (Kin'ei Yoshida); "Preaching to Cannibals: A Look at Academic Writing in Engineering" (Laurence Anthony); "Simulation and Collaborative Learning in Political Science and Sociology Classrooms" (Sandra Peters, Deborah Saxon); "A Sociolinguistic Analysis of Doctor-Patient Communication" (Margaret Simmons); "Phonological Consciousness Raising Tasks for the ESP Classroom" (Peter Sterlacci); and "Integrating ESL into the Art History Classroom" (Sandra Peters, Deborah Saxon). (MSE)

ED 424 775 FL 025 576

Dudley-Evans, Tony
An Overview of ESP in the 1990s.
PUB DATE- 98
NOTE- 8p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; Educational Trends; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; *Intellectual Disciplines; *Language Styles; Language Teachers; Needs Assessment; Second Language Instruction; Secondary Education; *Teacher Role; Teaching Methods; Trend Analysis

This discussion of the current state of instruction in English for Special Purposes (ESP) begins with a comprehensive definition of ESP that focuses on characteristics distinguishing it from other areas of English language teaching: specific language skill needs; specific genres and language related to them; and methodology reflecting the discipline(s) or professions to which the language needs relate. While generally offered at the level of higher education, ESP is also provided in the workplace or in adult education, and may be adapted for secondary education. These aspects of ESP instruction are examined: subject-specificity; the teaching of English for academic purposes; and the varied roles of the ESP teacher as instructor, course and materials designer, collaborator, and evaluator. An instructional example using a concordance to correct a technical text is included. Contains 10 references. (MSE)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Role; *College School Cooperation; Curriculum Development; Educational Assessment; *Educational Change; *Educational Innovation; Elementary Secondary Education; Higher Education; Instructional Leadership; Organizational Change; Partnerships in Education; *School Restructuring; State Universities; Teacher Attitudes
IDENTIFIERS- California; Maryland; Ohio; Oregon

This report of a 2-year study on public university responsiveness to academic and vocational reforms in public K-12 schools and community colleges focuses on: (1) how state universities respond to curricular experiments, and (2) the difficulties reformers encounter with universities. The report presents a brief summary of previous progressive education reform efforts; discusses the nature of current reform efforts, including constructivism, restructuring, national goals and standards, and human capital and lifelong learning programs; and notes universities' ability to influence entrance requirements, state master plans, policy interest groups, and funding. Four case studies of Oregon, Maryland, Ohio and California examine implementation of K-12 reforms in those states. They outline the state education system, note empirical evidence of university responsiveness, examine the climate for reform, note systemic accommodations, and discuss barriers to responsiveness. The study concludes that although public universities may be able and willing to accommodate school reform, it will be necessary to change university quality control standards, learn to think of curriculum as a system within which decisions are made and implemented, and focus university-level professional development on strategic responses to lower school reforms. (Contains 30 references.) (CH)

ED 424 795 HE 031 457

Chambers, Jack A., Ed.
Selected Papers from the International Conference on College Teaching and Learning (9th, Jacksonville, Florida, April 15-18, 1998).
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Biology; *College Instruction; *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; General Education; Higher Education; Information Dissemination; *Internet; Music Appreciation; Online Systems; Physics; Science Education; *World Wide Web; Writing Instruction; Writing Research

This volume presents selected papers from a conference on college teaching and learning, which promotes experimentation in the teaching process and honors educators' efforts in the field. Titles are: (1) "Journey into Technological Integration: Key Steps and Strategies" (G. Aloia, K. Rhee, and M. Aloia); (2) "The Internet-Based Operations Simulation Game" (P. Carr and G. Groves); (3) "Guiding Students in the Research Writing Process" (A. Carreiro); (4) "Web-Based Histotechnology Courses: A Year's Perspective" (M. Carter and D. Lewis); (5) "Information Literacy -- Teaching and Learning Strategies" (R. Catts and M. Appleton); (6) "Biology On-Line: An Issues Oriented Approach for General Education" (W. Conley, J. Gartner, Jr., and A. Monroe); (7) "Using Problem-Based Learning in the Literature tenure policies, practices, and trends. Provosts were asked to indicate whether their campuses had considered or implemented modifications to traditional tenure practices, including changing duration of probationary periods, waiving "up or out" provisions, imposing or lifting tenure quotas, using long-term nontenure track appointments, tying tenure to specified base salary, offering inducements to forego or relinquish tenure, redefining criteria for terminating tenured faculty due to financial exigency, redefining the locus of tenure, and instituting post-tenure reviews. Highlights of the survey responses include the following: 31 percent of the institutions reported no changes in traditional tenure policies; 29 percent reported post-tenure review processes; 24 percent reported long-term nontenure-track appointments; 16 percent reported stop-the-tenure-clock provisions; 15 percent reported no tenure system, but instead used contract systems; small percentages of institutions indicated changes to probationary periods, tenure quotas, modified or early-retirement packages, performance-based removal of tenured faculty, inducements for faculty to forego tenure, or changed tenure criteria. A copy of the letter requesting the survey information is appended. (CH)

ED 424 814   HE 031 668

Chait, Richard; Trower, Cathy A.
Where Tenure Does Not Reign: Colleges with Contract Systems. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series Inquiry #3.
PUB DATE- 97
NOTE- 33p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Church Related Colleges; *College Faculty; Contract Salaries; *Contracts; *Faculty College Relationship; Higher Education; Job Satisfaction; *Nontenured Faculty; Personnel Policy; Private Colleges; Professional Education; Quality of Working Life; Small Colleges; Teacher Morale; *Tenured Faculty

Colleges without tenure are rare; in the United States 97 percent of research universities and 99 percent of four-year public colleges offer tenure. This study, one in a series about the priorities of the professoriate, examines the 9 percent of private colleges that operate without tenure; some are highly specialized professional schools, others are newer, innovative institutions; the majority are small (fewer than 1,500 students) and are neither particularly selective nor well-endowed. Five institutions were visited for the study two "purebreds," which operate entirely without tenure, and three "hybrids," which offer tenure as a secondary option to nontenure-track positions; 117 interviews were conducted with presidents, senior academic officers and junior and senior faculty. The paper reviews the key contractual elements of both types of arrangements and then considers policy implications and faculty reactions. The paper offers the following "conclusions" with some reservations: term contracts are not a solution for tenure problems; term contracts provide both academic freedom and economic security; term contracts place a premium on the trustworthiness of administrators; term contract evaluations have a strong resemblance to post-tenure reviews; term contracts provide insurance for the institution in crises; most junior faculty on contract or in nontenure-track appointments prefer these options to tenure; most faculty on contract find academic life agreeable. (Contains 14

Hamilton); "The Institutional Environment of the Struggle against Illiteracy in France" (Pierre Freynet); "30 Years of Literacy Work in Belgium: Where Has It Got Us?" (Catherine Stercq); "Skills, Schools, and Social Practices: Limits to the Basic Skills Approach in Adult Basic Education in Flanders" (Nathalie Druine, Danny Wildemeersch); and "Role of the State in Basic Adult Education: The Portuguese Example" (Maria Jose Bruno Esteves). Section 4 presents five chapters from North America: "Getting Clear about Where We Are Going: Results-Oriented Accountability as a Tool for System Reform" (Sondra G. Stein); "This is a School. 'We Want to Go to School.' Institutional Social Responsibility and Worker Education" (Sheryl Greenwood Gowen); "Facing Training and Basic Education: One Unionized Workplace Experience" (Jorge Garcia-Orgales); "Literacy, the Institutional Environment, and Democracy" (Serge Wagner); and "Making Up for Lost Time: Rescuing the Basics of Adult Education" (Enrique Pieck). The final chapter in Section 5, "Basic Education: Defending What Has Been Achieved and Opening Up Prospects" (Jean-Paul Hautecoeur) is a synopsis of the main propositions presented in the document. (YLB)

ED 424 356 CE 077 152

Mauch, Werner, Ed.; Papen, Uta, Ed.
Making a Difference: Innovations in Adult Education.
PUB DATE- 97
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; Adult Programs; Developing Nations; Distance Education; Educational Change; *Educational Innovation; Educational Needs; Educational Research; *Empowerment; Environmental Education; Foreign Countries; Needs Assessment; Rural Development; Teacher Education; *Womens Education; Youth Programs

This book highlights examples of innovative educational practices in the field of organized adult learning. Fifteen chapters present outcomes of collective research in the Innovations in Nonformal and Adult Education (INNAE) project. "Common Learning--Collective Research: Innovating Adult Education" (Werner Mauch, Uta Papen) describes the methodology and identifies five transversal or common issues that appeared in the case studies. Part II contains the case studies prepared by INNAE participants: "Innovating for Change: Women's Education for Empowerment: Analysis of the Mahila Samakhya Program in Banda District"; "Graduate Resource Advancement (GREAT): Non-Formal Exposure of Youth to Rural Development" (S.B. Ekanayake); "Question de Competences--The Competence Issue: Tool for Women" (Rachel Belisle); "And the Hammock Lingers On: Whither Theater-for-Development" (Hansel Ndumbe Eyoh); "The Community Health Workers' School of the Union of Palestinian Medical Relief Committees" (Jihad Mash'al); "Kenyan Experience on Training Adult Education Teachers through Distance Education" (Khalfan A. Mazrui); "CAFAM's Caja de Compensacion Familiar--Family Subsidy Fund Continuing Adult Education Program (CAFAED): A Human Development Project" (Maria Auxiliadora Consuegra G.); "'We Got Together...And?': A Project for Couples" (Manuel Bastias Urra, B. Rosa Saavedra Diaz); and "The Fisherfolk Environmental Education Project: Timely Innovation in Popular Environmental Education Philippines" (M. Linnea Villarosa-Tanchuling). Each chapter in Part III addresses one transversal issue: "Change and Integration" (S.B. Ekanayake, Werner Mauch, Catherine Alum Odora-Hoppers); "Participation and Partnership,

Advancement; Theory Practice Relationship; Total Quality
Management; Unions; *Work Environment; *Workplace Literacy
IDENTIFIERS- Global Economy; *Great Britain; *High Performance
Work Organizations; Learning Society

This book is an international review of the literature on literacy and the new work order. The book begins with an overview examining the following topics: the history of workplace literacy education, the changing nature of work, the problem of illiteracy, and literacy in the context of the workplace. Part 1 presents texts critiquing or supporting the rhetoric of a New Work Order and analyses of the following current themes and issues: crisis and competitiveness (global restructuring, the literacy crisis, attempts to respond to and refute the crisis, and implications for provision); high-performance workplaces (total quality management and change, flexibility, impact of technology, core and periphery workers, and implications for provision); and the learning organization (competency-based training, progression and promotion, banking and liberating education, and implications for provision). Each section in part 1 contains a substantial bibliography. Part 2, which constitutes approximately one-third of the book, is an annotated bibliography of 120 publications: documents examining social science theory; management texts; research reports; policy documents; and documents exploring the role of unions in workplace literacy education and current workplace literacy education practice. The book contains 248 references. (MN)

ED 424 374 CE 077 267

Chadwick, Alan, Ed.; Stannett, Annette, Ed.
Museums and the Education of Adults.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; Adult
Educators; *Adult Learning; *Community Education; Disabilities;
Disadvantaged; Educational Facilities; Educational
Opportunities; *Educational Practices; Family Environment;
Foreign Countries; *Lifelong Learning; Motivation;
Multicultural Education; *Museums; Program Development; *School
Community Relationship; Staff Development; Teacher Attitudes;
Work Experience Programs
IDENTIFIERS- *United Kingdom

This book, which is intended for individuals involved in the education of adults and museum education, explores the potential role of museums in creation of a learning society, possibilities for collaboration between museums and adult education providers, access to museum resources by adult learners, and training and staff development. The following papers are included: "Museums Association" (Mark Taylor); "NIACE National Institute of Adult Continuing Education : The National Organisation for Adult Learning" (Alan Tuckett); "Introduction" (Alan Chadwick, Annette Stannett); "Gradgrind Driving Queen Mab's Chariot: What Museums Have (and Have Not) Learnt from Adult Education" (David Anderson); "An Adult Educator's Perspective" (Lalage Bown); "A Museum Educator's Perspective" (Eilean Hooper-Greenhill); "The Adult Learner" (David Jones); "Adult Programmes at the King's Lynn Museums"" (Faye Kalloniatis); "Community-Based Adult Education Programmes at the Geffrye Museum" (Steve Hemming); "Multicultural Education: The Mughal Tent Project at the Victoria and Albert

for Publication). Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 88p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Computer Oriented Programs; *Computer Software; Continuing Education; *Education Work Relationship; Institutional Cooperation; Learning Activities; Microcomputers; Multimedia Instruction; On the Job Training; Program Implementation; Skill Development; Teaching Methods; Whole Language Approach; *Workplace Literacy
IDENTIFIERS- *User Training

This course focuses on terms, operations, and functions of computers. It is linked to mobile technology in the trucking industry. Applications include word processing, spread sheets, data bases, and other software packages. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lessons are organized into the following categories: keeping track of learning; daily computer learning sheet; turning a computer on and off; introduction to the mouse; opening and closing icons; building mouse skills; identifying hardware; identifying critical keys; identifying, defining, and operating Windows elements; computer vocabulary; file manager; formatting a disk; typing a document; opening and closing files; saving a document; editing on a disk; spelling improvement; using spell check, and purchasing a computer. The document also contains the following: seven supplemental lessons; answer key; facility, materials, and equipment list; pretest; and posttest. (KC)

ED 424 393 CE 077 306

Charter Schools. Leveraging Business Expertise To Improve Student Achievement. Successful Strategies Series.
PUB DATE- 98
NOTE- 25p.; For related documents, see ED 414 365-366, ED 414 370, ED 415 297, and CE 077 307-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Charter Schools; *Corporate Support; Educational Benefits; Educational Legislation; Educational Practices; Elementary Secondary Education; Equal Education; Financial Support; Leadership; *Partnerships in Education; *School Business Relationship; Strategic Planning;

all together. After a note to trainers that explains the principles of the IDEAL model and the trainer's role in helping master problem-solving strategies, the following materials are provided: module overviews and lesson plans; exercises for grammar, vocabulary, writing, and math; student handouts; pretests and posttests, and answer keys to all exercises and tests. (MN)

ED 424 410 CE 077 365

Hargroder, Margaret
Louisiana's Achievements for Gender Equity in Vocational Education. Executive Summary, 1995-96.
PUB DATE- 97
NOTE- 32p.; For the 1994 report, see ED 398 416.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Educational Legislation; *Educational Strategies; Enrollment; Enrollment Trends; *Equal Education; Federal Legislation; Nontraditional Occupations; Program Development; Secondary Education; Sex Differences; *Sex Fairness; State Programs; *Statewide Planning; Tables (Data); Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Louisiana

Louisiana reviewed its progress toward achieving sex equity in vocational education (VE) in 1995-1996. The review included the following: comparison of 1995-1996 and prior student enrollments in programs that are nontraditional for students' genders; identification of practices, barriers, and achievements of special groups in the area of sex equity (secondary and postsecondary institutions and agencies designated as recipients of Perkins funds; state projects funded to eliminate sex bias; and state projects for single parents, displaced homemakers, and single pregnant women); and summary of the state's observed achievement toward sex equity. Data were obtained from several sources: the Vocational Education Data System (VEDS); several surveys conducted by the study's author; and student intake forms collected by VE institutions. It was discovered that males continued to account for approximately one-sixth of all nontraditional enrollments, with the largest number enrolled in business (office) programs. Slow, but steady state progress was documented in female participation in industry programs, the area of greatest gender disparity. Agencies were found to be using diverse strategies in the areas of recruitment, retention, and placement for increased participation of nontraditional students, and projects for statewide leadership and evaluation were implementing numerous activities to promote gender equity. (28 tables/figures) (MN)

ED 424 411 CE 077 371

Barclay, Leney; Johnson, Hank; Belser, Suzanne
Residential Plumbing. Third Edition. Teacher Edition and Student Edition.
PUB DATE- 98
NOTE- 1038p.
LANGUAGE- English
EDRS Price- MF7 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Assistance for States and Localities: A How-to Guide.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Check Lists; *Dropout Prevention; *Early Parenthood; Educational Needs; Educational Practices; Federal Legislation; Models; *Program Administration; *Program Implementation; Secondary Education; Special Needs Students; Student Needs; Tables (Data); *Welfare Recipients
IDENTIFIERS- *Learnfare; Learning Earning and Parenting Program OH

This how-to guide, which is designed to assist state and local welfare reform efforts, explains how to design, implement, and manage mandatory stay-in-school (learnfare) programs for teenage parents on welfare. The following topics are discussed in the guide's five chapters: the importance of focusing on teen parents on welfare, Ohio's Learning, Earning, and Parenting (LEAP) program model, and other programs for teen parents; targeting issues (determining program exemption criteria, making the most of limited resources, extending learnfare to teens who receive welfare but are not parents); program design (allowable activities, aspects of school performance to encourage, services and special services, and bonuses and threats of sanctions); implementation challenges (key operational tasks, key staff and system capabilities, best ways of identifying and enrolling eligible teens, streamlining financial incentives and sanctions, linkages with schools); and program management (responsibility for running learnfare programs, staff duties, administrator roles, ways of maximizing participation, noncompliance with program rules, evaluation of programs' effectiveness). Checklists of best practices conclude chapters 2-5. Appended are the teenage parent provisions of the 1996 federal welfare law and four tables from the LEAP evaluation. (Contains 51 references and a list of 51 recent publications on Manpower Demonstration Research Corporation projects.) (MN)

ED 424 427 CE 077 409

Job Corps. Links with Labor Market Improved but Vocational Training Performance Overstated. Report to the Chairman, Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Education Work Relationship; *Employment Programs; Federal Programs; Job Training; Labor Market; *Outcomes of Education; Program Effectiveness; *Vocational Education; Youth Programs
IDENTIFIERS- *Job Corps

The General Accounting Office (GAO) reviewed the labor market links and vocational training performance of the Job Corps, which is an employment and training program aimed at providing severely disadvantaged youth with a comprehensive array of and materials, instructor-employer communication, posttesting, and potential problems. Forms and a student recognition certificate are provided. Topics in the teacher's manual include the following: teaching philosophy, student bill of rights, adult learner characteristics, manual design, helpful hints, and teaching techniques. (Contains 15 references.) (SK)

ED 424 447 CE 077 445

Taylor, Mary Lou, Comp.
Using the Computer at Work. Project Visions2: Learning for Life Initiative.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 43p.; For related documents, see ED 379 511-520 and CE 077 446-447.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Literacy; *Computers; *Keyboarding (Data Entry); Workplace Literacy
IDENTIFIERS- *User Training

These materials were developed for a 20-hour class on computers in a cement manufacturing plant. (In the workplace, they were used in conjunction with Typing Tutor 6 software.) The course is intended for complete beginners who need to use computers on the job. Each of the four modules can be used alone. The document begins with a pretest and posttest. The first module gives an overview of computer concepts. Its appendices describe the following: uses of computers, computers in banking, operating systems, and programming languages. Module 2 addresses keyboarding; it includes two diagrams illustrating types of keyboards. Module 3 is a glossary of computer vocabulary. Module 4 discusses care and maintenance of personal computers. (SK)

ED 424 448 CE 077 446

Get a Headstart on College with Jump Start! Visions2: Learning for Life Initiative.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 25p.; A partnership between Devro-Teepak, Inc., Columbia and Orangeburg Technical College. For related documents, see ED 379 511-520 and CE 077 445-447.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *College Preparation; Critical Thinking; *Essays; Grammar; Higher Education; Inplant Programs; Mathematics Instruction; *Refresher Courses; Workplace Literacy; Writing (Composition)

These materials for a 16-hour class were designed to prepare shift workers, long out of school, for college courses offered via distance education in their workplace. The course outline lists the following topics: test-taking skills, writing, reading comprehension, math, and learning to learn. Materials are provided for instruction in essay writing: parts of the essay, sample essay, planning the essay, outline format, and topics. Forms for students to use in developing a personal

Patterns for Success: Critical Thinking and Problem Solving (P3). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 36p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Critical Thinking; Curriculum Guides; *Education Work Relationship; Fashion Industry; Interpersonal Competence; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; *Problem Solving; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Thinking Skills; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on critical thinking and problem solving is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in critical thinking and problem solving for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop critical thinking and effective problem-solving strategies and interpret task-related communications. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 465 CE 077 474

Patterns for Success: Team Building (P4). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 29p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Clinical Supervision in Alcohol and Drug Abuse Counseling: Principles, Models, Methods.
PUB DATE- 93
NOTE- 327p.; "With Archie Brodsky."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; *Clinical Experience; Counseling; *Counselor Training; *Drug Abuse; Models; Substance Abuse

A case is made for professionalism in clinical training as substance abuse counseling becomes a unique field. Part 1, "Principles," includes: (1) "A Historical Review of Supervision"; (2) "A Working Definition of Supervision"; (3) "Leadership Principles for Supervisors" and; (4) "Traits of an Effective Clinical Supervisor." Part 2, "Models," provides: (5) "Building a Model of Clinical Supervision"; (6) "A Developmental Approach to Supervision"; (7) "The Psychodynamic Model"; (8) "The Skills Model"; (9) "Family Therapy Models" and; (10) "A Blended Model of Clinical Supervision for the Alcoholism and Drug Abuse Field." The "Blended Model" presents a single coherent framework for clinical supervision in the substance abuse field. Part 3, "Methods," delineates application of the Blended Model: (11) "Establishing a Supervisory Contract"; (12) "Basic Supervisory Techniques"; (13) "Evaluation and Feedback"; (14) "Innovative Techniques in Supervision"; (15) "Ethical and Legal Concerns"; (16) "Special Issues in Supervision"; and (17) "Directions for the Future." Twelve appendixes include lists of competencies, self-help materials, the "Tasks of Supervision," "A Design for a Clinical Supervision Training Course," "Individual Development Plan," "Outline for Case Presentations," and evaluation forms. (EMK)

ED 424 483 CG 028 741

Roller, Bill
The Promise of Group Therapy: How To Build a Vigorous Training and Organizational Base for Group Therapy in Managed Behavioral Healthcare.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (To Environment); *Counselor Training; Group Counseling; Group Structure; *Group Therapy; *Health Maintenance Organizations; Mental Health; Organizational Change; *Psychotherapy

The use of group therapy is expected to increase dramatically in the next decade. This volume explores the convergence of consumer demand for group treatment and corporate marketing of health care plans and how it will affect group therapy as a discipline. It shows how to put in place the key organizational elements that are needed to create and sustain a successful group therapy program. Information is provided on vital issues such as how to develop an internal system that promotes referrals to groups from across lines of professional disciplines, train gatekeeper personnel to identify potential group referrals, gain organizational support for all clinicians

*Professional Training; *Psychologists; Structural Equation
Models; *Work Experience
IDENTIFIERS- Expertise

The interview process was studied to uncover the relationship of expertise in psychotherapy to the likelihood of accurate diagnosis. Experience and training affect the number of diagnostic questions clinicians ask as compared to personal, family, social, occupational, and history questions; and this in turn affects the accuracy of the diagnoses offered. Psychologists and psychology graduate students (N=138) interacted with an artificial-intelligence program that simulated a date-rape client's responses to the questions they asked. Participants were asked to conduct a "clinical interview" by typing in their questions. At the end of their interview, the participants provided a brief diagnosis for the client. A path analysis revealed that clinical experience is a strong predictor of the ability to form an accurate diagnosis, but an individual's level of training affects diagnostic accuracy indirectly. Training and experience do not appear to help psychologists accurately diagnose a client's condition when they are provided limited information about the client; however, participants with higher levels of training asked more diagnostic questions, which in turn helped them to derive accurate diagnoses. (Author/EMK)

ED 424 503 CG 028 782

Reconnecting with Our Children and Keeping Them Safe.
PUB DATE- 98
NOTE- 9p.; Speech delivered by U.S. Secretary of Education Richard W. Riley at the Safe and Drug Free Schools Conference (Washington, DC, June 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Guns; *Prevention; *Public Schools; *School Security; Substance Abuse; *Violence

This paper addresses the concerns about the violence in U.S. public schools and provides suggestions for preventing school violence by increasing the attention that children with behavioral problems receive. Some strategies for reform are: (1) listen to the problems of children; (2) increase the effectiveness of the programs designed to help children; (3) teach coping and social skills; (4) shift more resources to prevention; (5) learn to identify and help seriously troubled children; (6) develop a model for crisis management; and (7) develop alternative schools. (EMK)

ED 424 504 CG 028 784

Grimes, Tresmaine R.
Creating Opportunities for Service Learning through the Applied Psychology Course.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Change; College Students; *Community

activities, identifies national organizations that focus on youth activities, and provides additional resources for more information. Categories of resources listed are: (1) "Prevention Materials"; (2) "Studies, Articles and Reports"; (3) "Groups, Organizations, and Programs"; (4) "National Prevention Groups." Contact information is provided for all resources; for the first three sections a description of each program or study with its mission or purpose is provided as well. (EMK)

ED 424 525 CG 028 816

Sloboda, Zili; David, Susan L.
Preventing Drug Use among Children and Adolescents: A Research-Based Guide.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD. Center for Studies of the Mental Health of the Aging.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; Drug Use; *Prevention; Program Guides
IDENTIFIERS- National Institute on Drug Abuse

This question and answer guide provides an overview of the research on the origins and pathways of drug abuse, the basic principles derived from effective drug abuse prevention research, and the application of research results to the prevention of drug use among young people. The basic principles derived from drug abuse prevention research are described in simple direct terms so that they can be applied to successfully prevent drug use among young people. Topics covered include: (1) "Risk and Protective Factors"; (2) "Drug Abuse Prevention in the Community"; (3) "Some Research-Based Drug Abuse Prevention Programs"; (4) "Selected Resources and References." Topics are presented in question and answer format with checklists of prevention principles that apply in particular arenas. Ten prevention programs are described briefly with references for further information; each program is characterized as "universal," "selective," or "indicated." (EMK)

ED 424 526 CG 028 817

Greenblatt, Janet C.
Adolescent Self-Reported Behaviors and Their Association with Marijuana Use.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Antisocial Behavior; Behavior Patterns; *Behavior Problems; Drug Abuse; Drug Use; *Marijuana; *Mental Health; National Surveys; Sociocultural Patterns; Substance Abuse; *Youth Problems
IDENTIFIERS- National Household Survey on Drug Abuse

The National Household Survey on Drug Abuse (NHSDA) has shown that the rate of marijuana use among youth has more than doubled since 1992. Similar trends are noted across all subgroups studied. At the same time, the percentage of teens reviewed. Counselors are shown how to answer common questions about the FAFSA and how to complete a FAFSA electronically. In Session 3 counselors learn about the central processing system, how the "expected family contribution" is calculated, and how to interpret and correct the student aid report. Section 4 contains materials used in workshop activities. Session 5 includes activities and provides information about financial aid resources for use with students. Lists of acronyms and resource contact information are provided. (EMK)

ED 424 546 CG 028 881

Sexual Harassment in the Schools. Background on Title IX of the Education Amendments of 1972 and Guidance Issued by the Office of Civil Rights.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; *Private Education; *Public Education; *Public Policy; Public Schools; School Counseling; School Counselors; *Sex Discrimination; *Sexual Harassment; Students
IDENTIFIERS- *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 prohibits sex discrimination in all schools and education programs that receive federal funds. Sexual harassment of students is one form of sex discrimination barred by the law. Detailed guidance on Title IX, issued by the Office of Civil Rights of the Department of Education, the enforcement agency for Title IX, is intended to clear up any confusion. The "Introduction" lists key points set out in the guidance. Articles include: (1) "Questions and Answers about Title IX and Sexual Harassment"; (2) "Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties" (U.S. Department of Education, Office of Civil Rights); (3) "Role of the School Counselor in Confronting Peer Sexual Harassment" (L. L. Rowell, M. C. McBride, J. Nelson-Leaf; reprinted from "The School Counselor."). (EMK)

ED 424 547 CG 028 882

Surfing the Tsunami: A Guide to the Restructuring Revolution in Federal Workforce Development Policy.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; *Career Information Systems; Counselor Role; *Labor Force Development; Program Implementation; *Public Policy; Welfare Agencies; Welfare Services; Work Experience Programs

Federal workforce development policy is being turned upside down. New governance structures, new systems of service delivery, new concepts, and new programs are being introduced and implemented throughout the United States. This publication is designed to

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Middle Schools; Reading Achievement; Reading Improvement; *Reading Instruction; *Reading Skills; *Standardized Tests; *Student Evaluation; Teaching Methods
IDENTIFIERS- Reading Behavior

Assessment is the tool used by educators to determine the beginning skills of a student, to show development of new skills, to increase learning, and to monitor areas needing improvement so that learning is ensured. Though many barriers still remain regarding validity of tests, reforms are being made to include the aspect of environment of test takers and the cognitive styles of students and how these affect test results. The two main types of assessment are standardized testing and in-class testing. In-class testing takes place daily, weekly, and monthly on a small scale, whereas standardized testing includes large scale basic skills, placement, and national achievement tests. In-class testing, the first type, is necessary to the teacher for adjusting instruction to fit the needs of the learner. Standardized testing, the second type, is to monitor quality and quantity of learning and teaching for comparison on a universal scale. In reviewing several articles about assessment, it was found that assessment is generally meant to test what and how well a student has learned, such as in standardized testing, but also that assessment is meant to foster improvement of instructional practices. The purpose of this paper is to show how the planning and delivery of appropriate reading instruction can be based on assessment (Contains 10 references.) (Author)

ED 424 569 CS 013 306

Piazza, Carolyn L.
Multiple Forms of Literacy: Teaching Literacy and the Arts.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Cognitive Style; Dance Education; Elementary Education; Film Study; Higher Education; *Language Arts; *Literacy; Methods Courses; *Multiple Intelligences; Music Education; Teaching Methods; *Theater Arts; Units of Study

Appropriate for elementary methods courses in Arts and Language Arts, this book extends traditional language arts content by offering multiple communicative channels for expressing, representing, and responding to ideas. It equips teachers with ways to maximize children's creative potential and critical literacy through activities involving "the arts" (visual arts, music, dance, drama and film including video, television and computer technology). All of the literacy tasks presented, which fit into Howard Gardner's framework of multiple intelligences, recognize children's different abilities, talents, needs, learning styles, interests, and cultural background. Each chapter opens with a vignette that introduces model lessons which build on literacy and one of the arts; each vignette is followed by five major strands (Inquiry, Languaging, Poetry, Story, and Information) which organize multiple literacy tasks. The book offers sample thematic units

Sustainability and Transferability" (Rachel Belisle, Dipta Bhos, Ingrid Jung); "Needs Issue" (Maria Consuegra, Khalfan Mazrui, Josef Muller); "Conversation on Empowerment" (Rosa Saavedra, Miryam Zuniga, Maria Linnea Villarosa-Tanchuling, Uta Papen); and "In the Guise of a Conclusion: New Ways of Learning" (Dipta Bhog, Uta Papen). (YLB)

ED 424 357 CE 077 159

Goodman, Jane
Adult Career Counseling Center. Fifteenth Annual Report, September 1997-June 1998.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; *Career Counseling; *Career Guidance; Educational Resources; Higher Education; Program Effectiveness; Program Implementation; *Student Personnel Services

The Adult Career Counseling Center (ACCC) at Oakland University provides career exploration and planning opportunities to community adults at no cost; trains faculty, staff, and students in the use of computer-assisted career guidance programs; and supports research efforts for a better understanding of career development resources. Clients typically attend between three and five sessions to explore the computerized career guidance programs and discuss possible action plans for the future. During the ACCC's 15th year, several changes were initiated to improve customer service: (1) incorporation of the Internet and World Wide Web during client sessions to bring clients up to date on the advanced technology in career development; (2) development of a new website and e-mail address; (3) redesign of the center brochure; (4) development and implementation of a more comprehensive marketing plan, which resulted in a substantial increase in the number of clients using ACCC services; (5) refinement of the networked computer system; (6) implementation and refinement of the computerized system for maintaining client records and usage statistics; (7) implementation of redesigned group inservice training for practicum students using the library's computer laboratory; (8) evaluation of the group inservice training and subsequent revision to smaller groups to facilitate learning of the Windows version of DISCOVER. (Six appendixes provide program materials and descriptions of the resources available at the ACCC.) (KC)

ED 424 358 CE 077 210

Adult Education and Development, No. 47.
PUB DATE- 96
NOTE- 374p.; "A half-yearly journal for adult education in Africa, Asia, and Latin America."
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Adult Literacy; *Continuing Education; Ecology; Educational Policy; *Environmental Education; Foreign Countries; Job Skills; *Literacy Education
IDENTIFIERS- *Sustainable Agriculture

This serial issue contains a total of 26 articles grouped under five headings: "Adult Learning: A Key for the Twenty-First

Museum" (Shireen Akbar); "Age Exchange: The Potential of Reminiscence" (Pam Schweitzer); "Museums, Means and Motivation: Adult Learning in a Family Context" (Richard Wood); "Access to Museums by Adult Learners with Disabilities" (William Kirby); "Welcoming Adults with Learning Disabilities at Wakefield Museums and Galleries" (Sarah Scaife); "Programmes for Disadvantaged People at Dulwich Picture Gallery" (Gillian Wolfe); "The Open Museum: A Case Study in Co-operation" (Diana Coben, Margarette Lincoln); "Museum Training Institute" (David Wear) (which includes an appendix titled "A Guide to Underpinning Knowledge and Evidence Requirements"); "City and Guilds of London Institute" (Fiona Longmore); "Work Placements at the National Trust" (Suzanne Whitehead); and "Prospects for Future Collaboration" (Hazel Moffat). The book contains 28 references. (MN)

ED 424 375 CE 077 279

Huber, Nancy S.
Leading from Within: Developing Personal Direction. The Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Leaders; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; *Leadership Training; Social Responsibility

This book was written to serve the needs of persons who are interested in learning about leading, or who work within organizations and communities and wish to strengthen shared leadership. Each of the chapters of the book begins with a personal story or reflection designed to give meaning to the discussion that follows. Questions for reflection and journal writing, learning activities, and suggested readings are included in each chapter. The book is organized in nine chapters. Chapter 1 lays out some basic tools to use throughout the book. Chapter 2 serves as the basis for beginning to explore the meaning of leadership. Beginning with Chapter 3, the reader is asked to personalize the learning experience by bringing his or her own reason for leading into focus. Chapter 4 continues the process by encouraging a thorough examination of the context within which the leader intends to bring about change. In chapter 5, the process for uncovering a personal philosophy of leadership is engaged, and the reader is asked to develop a credo statement. Chapter 6 shifts the focus to consideration of others involved in the leadership relationship. This idea is expanded in chapter 7, which explores the meaning of community. Chapter 8 discusses the interdependent relationship between lifelong learning and leading and includes a tool for designing a personal leadership development program. The final chapter touches on personal choices that leaders make while "doing" leadership. The focus is on leading with integrity. The suggested readings are listed as 115 references at the end of the book. (KC)

ED 424 376 CE 077 285

Supplement to the Study on the Structures of the Education and Initial Training Systems in the European Union. The Situation in Bulgaria, the Czech Republic, Hungary, Poland, Romania and Slovakia.

*Vocational Education

This booklet provides business leaders and coalitions with information and resources they can use to support charter schools in their own communities. Section 1 provides a brief overview of the charter school movement and discusses the key features of charter schools, which are self-managed public schools that operate through performance contracts with a sponsoring agency (such as a state or local school board or university) and generally receive a greater degree of autonomy concerning state rules and regulations in exchange for a high degree of accountability. In section 2, the following components that are essential to a charter school's success: demonstrated results; satisfied customer base established through competition; defined market niche; quality employees; and rapid innovation. Section 3 highlights different strategies and examples of businesses forging partnerships with charter schools. Six strategies that businesses can use to get involved in the charter school movement are identified in section 4: support charter school legislation; sponsor or start a charter school; inform and ensure a relevant curriculum; participate in the school governance structure; offer work-based learning opportunities; and provide resources, capital, and expertise. Concluding the booklet are the addresses of 12 organizations with information on charter schools and 16 endnotes. (MN)

ED 424 394 CE 077 307

From the Boardroom to the Blackboard. The Business Role in Improving Education in Delaware. Successful Strategies Series.
PUB DATE- 98
NOTE- 13p.; For related documents, see ED 414 365-366, ED 414 370, ED 415 297, and CE 077 306-308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Education Work Relationship; *Educational Improvement; High Schools; Higher Education; *Partnerships in Education; *School Business Relationship; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Delaware

Business leadership is playing a vital role in the success of New Directions, Delaware's comprehensive effort to improve its education system. Through New Directions, business leaders are supporting higher academic achievement for all Delaware students. Four curriculum frameworks commissions, each of which is co-chaired by a practicing Delaware teacher and a higher education or business expert, developed statewide academic standards by identifying and articulating the critical skills that graduates need to be successful in the workplace and in life. Other ways in which business leaders have contributed to New Directions are as follows: multiyear financial investment; increased local control and accountability; and support of choice and charter school programs. New Directions has yielded many lessons for public engagement, including the following: recognize and incorporate public concern and enthusiasm; keep the message simple; encourage peers to spread the word about reform; engage in hands-on, continuous lobbying efforts; and develop strategic communications plans. Long-range support for New Directions has taken the following forms: connecting academic achievement and workplace success; ongoing evaluation; technical assistance; lobbying support; public engagement; and

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Blueprints; Calculators; *Competency Based Education; Criterion Referenced Tests; *Employment Qualifications; Equipment; Equipment Maintenance; High Schools; *Integrated Curriculum; Job Search Methods; *Job Skills; Learning Activities; Lesson Plans; Measurement Techniques; *Plumbing; Records (Forms); Sanitary Facilities; Student Evaluation; Teaching Guides; *Trade and Industrial Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

This document consists of both the "Teacher Edition" and the matching "Student Edition" for a course to help high school students develop the cognitive, psychomotor, and affective skills required for success in the plumbing trades. The 25 units are based on the curriculum alignment concept of first stating objectives, developing instructional strategies for teaching those objectives, and assessing those same objectives through criterion-referenced tests. Throughout the curriculum, materials are included to help students develop the academic and workplace skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills and the American Society for Training and Development. The teacher guide begins with an overview of the curriculum and guide that includes the following: competency profile, instructional/task analysis; academic and workplace skills; related academic and workplace skills; tools, equipment, and materials list; and 10 references. Unit topics include the following: orientation to the occupation of plumber; tools and equipment; blueprints, measurements, and calculations; systems rough-in; residential systems; fixture and appliance installation; and system maintenance and repair. Each unit contains some or all of the following: suggested activities; assignment sheet answers; teacher supplements; written test and answers; unit evaluation form; and transparency masters. The matching student guide contains the objective, information, assignment, and job sheets for the same 25 units. (MN)

ED 424 412   CE 077 373

Taylor, Maurice
Partners in the Transfer of Learning. A Resource Manual for Workplace Instructors.
PUB DATE- 98
NOTE- 120p.; A product of Partnerships in Learning.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Education Work Relationship; *Educational Strategies; *Employer Employee Relationship; Learning Processes; School Business Relationship; Supervisors; Teacher Attitudes; *Teacher Student Relationship; Teaching Guides; *Transfer of Training

This manual explains how workplace instructors, trainees, and supervisors can form a partnership to facilitate the transfer of learning from workplace education classrooms to the workplace. The following topics are discussed in parts 1-6: introduction (transfer of learning, the role and time model of learning transfer); the context for transfer of learning (context, role and time combinations in learning transfer); partners in the transfer of learning (key transfer of learning services in residential settings. Data were collected from the following: interviews with Job Corps officials at the regional and national levels; site visits of six "judgmentally" selected Job Corps centers (five established centers and one recently opened center); and data from the Department of Labor's Student Pay, Allotment, and Management Information System. The review established that the Department of Labor is working to ensure the appropriateness of its vocational training to local labor markets through the following activities: industry advisory groups, a school-to-work initiative linking Job Corps with local employers, and involvement of local business and community leaders in deciding which vocational training programs to offer at new Job Corps centers. However, Job Corps-supplied data on program completion rates and participants' ability to obtain training-related jobs remain misleading and continue to overstate program results. (Thirteen tables/figures are included. Appended are the following: notes on scope and methodology, data supporting report figures, comments from Department of Labor, GAO contacts and staff acknowledgments, and related GAO products.) (MN)

ED 424 428 CE 077 410

The 1998 Guide to the Evaluation of Educational Experiences in the Armed Services. 1: Army.
SPONS. AGENCY- Defense Activity for Non-Traditional Education Support (DOD), Pensacola, FL.
PUB DATE- 98
NOTE- 747p.; For volumes 2-3, see CE 077 411-412.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Armed Forces; *College Credits; *Course Content; Enlisted Personnel; Higher Education; Military Service; *Military Training; Officer Personnel; *Prior Learning
IDENTIFIERS- Army

This guide is the standard reference work for recognizing learning acquired by military personnel for conversion to academic credit in degree work at colleges and universities. This volume contains recommendations for formal courses offered by the Army, Army Reserve, and Army National Guard in 1990 and later years. Ten sections provide the following information: (1) how to find and use Army course exhibits; (2) sample course exhibit; (3) how to find and use Army enlisted military occupational specialties (MOSs) exhibits; (4) sample enlisted MOS exhibit; (5) how to find and use Army warrant officer MOS exhibits; (6) sample warrant officer MOS exhibit; (7) questions and answers; (8) course exhibits; (9) Army enlisted MOS exhibits; and (10) Army warrant officer MOS exhibits. Each course exhibit includes some or all of the following: course number, title, location, length, dates, learning outcomes, instruction, occupational group, description, career pattern, related occupations, and credit recommendation. The guide also contains eight appendixes that cover the evaluation systems, sample military records, occupation title index, keyword index, course number index, conversion of Army enlisted and warrant officer MOSs to Department of Defense occupational codes; request for course recommendation form, and request for Army enlisted and warrant officer MOS exhibits form. (KC)

ED 424 429 CE 077 411

dictionary are provided. (SK)

ED 424 449 CE 077 447

Taylor, Mary Lou, Comp.; Ferguson, Susan E., Comp.; Crapps, Sue T., Comp.
Summer Seminar Series. Workshops on: Communications I, Communications II, Learning Styles, Self-Esteem, Reducing Stress from Project Visions2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 122p.; For related documents, see ED 379 511-520 and CE 077 445-446.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Cognitive Style; *Communication Skills; Conflict Resolution; Feedback; *Self Esteem; *Stress Management; Summer Programs; Thinking Skills; Workplace Literacy; Workshops

This course manual was designed to address problems of attendance during the summer in a manufacturing company's workplace literacy program. Materials from five workshops are provided, including handouts, exercises, worksheets, and instructor notes. "Communications I" addresses the following: what is communication?; evaluating listening skills; and identifying assumptions. "Communications II" explores verbal and nonverbal communication, conflict resolution, and positive feedback. "Charting Unexplored Territory--Discovering How Your Mind Works" is a workshop on learning and thinking styles. "If Life Is an Attitude, How's Yours? And What Are You Going to Do about It?" develops awareness of self-esteem and positive self-image. "Stress: Is It the Spice of Life?" focuses on what is causing stress and how to manage it. An appendix contains additional handouts. (SK)

ED 424 450 CE 077 450

Spence, Janet
Action Learning for Individual and Organizational Development. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Learning; Classroom Techniques; *Education Work Relationship; Educational Benefits; Educational Needs; Educational Practices; Educational Theories; *Experiential Learning; *Individual Development; *Organizational Development; *Theory Practice Relationship

This brief describes action learning (AL), discusses some of its advantages and challenges, highlights its educational applications, and recommends practices for future implementation. Action learning may be characterized as voluntary learning that is centered around the need to find solutions to real problems, that is equally concerned with individual development and finding solutions to problems, and that is a highly visible and time-consuming social process

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Critical Thinking; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; *Problem Solving; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Teamwork; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on team building is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in team building for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the critical thinking and problem-solving skills required to work effectively as team members in work settings. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 466 CE 077 475

Patterns for Success: Transferring Skills (P5). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 34p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Critical Thinking; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; *Problem Solving; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Transfer of Training; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on transferring skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries.

to facilitate group therapy sessions, and implement the time-tested cotherapy model. Practical advice is presented on training staff members to provide group therapy: how to form groups, select patients, develop long- and short-term goals for group members, and remain flexible within the structure of the group therapy process. Staffing issues of a model group therapy program are explored, and the responsibilities and roles of the members are defined. (EMK)

ED 424 484 CG 028 745

Stoltenberg, Cal D.; McNeill, Brian; Delworth, Ursula
IDM Supervision: An Integrated Developmental Model for Supervising Counselors and Therapists.
PUB DATE- 98
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Experience; Counseling; *Counselor Training; Models; *Professional Development; Psychotherapy; *Therapy

Understanding change over time in one's ability to function as a professional is fundamental in the practice of clinical supervision. Drawing on developmental models of human behavior, a model of the development over time of therapy practice is presented. Specific domains of clinical practice and overriding structures that provide markers in assessing professional growth are defined and related to levels of therapist growth. The issue of continued supervision throughout professional life is addressed. The supervisory relationship is explored and related to therapist levels. A chapter called "Nuts and Bolts of Supervision" addresses a collection of issues basic to the supervisory process, including the importance of knowing the licensure and certification standards for a given field in mental health, the importance of documentation, the various foci of supervision, group supervision, differential supervision responsibilities, and aspects of the supervisory process. Additional chapters address "Supervision across Settings," "Supervisor Development and Training," and "Ethical and Legal Issues." Appendixes include: (1) "Case Presentation Format"; (2) "Supervisee Information Form"; (3) "Supervisee Levels Questionnaire - Revised"; (4) "Empirical Studies of Clinical Supervision." (EMK)

ED 424 485 CG 028 752

Kouzes, James M.; Posner, Barry Z.
Student Leadership Practices Inventory. Facilitator's Guide.
PUB DATE- 98
NOTE- 83p.; For the "Student Workbook," see CG 028 844.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Guidance; Higher Education; *Leadership Training; Student Development; *Student Leadership; Workshops

This manual provides assistance in designing and conducting a

Psychology; *Curriculum Design; High Risk Students; Higher Education; Intermediate Grades; Junior High Schools; Mentors; Middle Schools; *Psychology; *Service Learning
IDENTIFIERS- African Americans; Middle School Students

Through a partnership with a large research institution, an historically Black university in the rural southeast transformed its Applied Psychology course from the traditional lecture format to a service learning experience. This new format integrates community service with academic instruction and focuses on developing critical thinking skills and civic responsibility in students. This article describes how the course was redesigned and the impact the course had on the undergraduate participants. Fourteen junior and senior level psychology majors (all African-Americans with a mean age of 22.7 years) registered for the course. During the course, students were trained to mentor at-risk, African-American middle school children in the community adjacent to the university. When surveyed at the end of the course, all of the course participants agreed that this was one of the best courses they had taken in college, and the majority of the students agreed that the course increased their interest in public service activities. The benefits of partnerships between research institutions and smaller colleges, and the importance of service learning experiences for undergraduate psychology majors are discussed. (EMK)

ED 424 505 CG 028 786

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1997. Volume 1: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 98
NOTE- 584p.; For volume 2, see CG 028 787.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Use; High School Students; High Schools; *National Surveys; Statistical Surveys; Substance Abuse; Tables (Data)
IDENTIFIERS- Monitoring the Future

The high school portion of the "Monitoring the Future Study" is presented. Since 1975, this national survey has helped to quantify, track, characterize, and explain changes in drug prevalence, attitudes, and behaviors among American high school students. Data are reported in graphs and statistical tables for eighth, tenth, and twelfth grade students. An introduction to the survey, overview of key findings, research design and procedures, and discussions of reliability and validity issues are provided. Prevalence data for 1997 is presented and subgroup differences in gender, college plans, regions, population density, parental education, and racial or ethnic differences are compared. Data on trends are presented and the subgroups are compared. Chapters include: "Use at Earlier Grade Levels," "Degree and Duration of Drug Highs," "Attitudes and Beliefs about Drugs," and "The Social Milieu." The use of nonprescription stimulants and daily use of marijuana are included under "Other Findings." Appendixes are: (1) "Prevalence and Trend Estimates Adjusted for Absentees and Dropouts"; (2) "Definition of Background and Demographic Subgroups"; (3) "Estimation of Sampling Errors; Supplemental Tables for Secondary School Students: Trends by Subgroup"; (4) "Trends in Prevalence Rates for Specific Drugs within General perceiving a "great risk" from smoking marijuana has declined. Negative effects of marijuana use are listed. NHSDA methodology is presented and the possibility of underreporting of drug use by youths in their homes is noted. This study, a further analysis of the youth mental health self-report data, examines the characteristics of past year marijuana users age 12 to 17 in data from the 1994, 1995, and 1996 samples. Self-reported problem behaviors associated with marijuana use were withdrawal, somatic complaints, anxiety and depression, social problems, thought problems, attention problems, delinquent behavior, aggressive behavior, and criminal behavior. A user profile is presented. Generally, the more frequent the marijuana use behavior reported, the more likely the youths were to report problem behaviors. Eleven tables present frequency of use by age and selected demographic characteristics, and percentage and confidence intervals for each of the problem behaviors is reported. (EMK)

ED 424 527 CG 028 818

Public Forum on Youth and Tobacco: Breaking the Cycle. Hearing on Examining Proposals To Deter Youth From Using Tobacco Products before the Subcommittee on Public Health and Safety of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session (October 27, 1997).
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Problems; *Community Programs; Health Education; Hearings; *Prevention; Program Development; Program Implementation; *Smoking; *Substance Abuse; *Tobacco; Youth Problems
IDENTIFIERS- Congress 105th

This publication contains the testimony from a hearing on growth and tobacco use. Statements include: (1) Opening Statement of Senator Bill Frist; (2) Statements of a panel of teens, Brandi Battle, Washington, DC; Kellie Jolly, Tennessee; Nickita Bradley, Maryland; and Josh, Virginia; followed by discussion; (3) Discussion and prepared statements of Scott J. Leischow, Ph.D., Director, Nicotine Dependence Program, Arizona Prevention Center, University of Arizona, Tucson, Arizona; Richard D. Hurt, M.D., Director, Nicotine Dependence Center, Mayo Clinic, Rochester, Minnesota; Michael C. Fiore, M.D., M.P.H., Panel Chair Smoking Prevention and Cessation, Agency for Health Care Policy and Research, and Director and Associate Professor, center for Tobacco Research and Intervention, University of Wisconsin Medical School, Madison, Wisconsin; and Tim McAfee, M.D., M.P.H., Director, Center for Health Promotion, Group Health Cooperative of Puget Sound-Kaiser, Seattle, Washington; (4) Prepared Statement of Senator Mike Enzi; (5) Discussion and prepared statements of Paul Schwab, Deputy Administrator, Substance Abuse and Mental Health Services Administration, Rockville, Maryland; and Joseph R. DiFranza, M.D., University of Massachusetts Medical Center, Boston, Massachusetts. (EMK)

ED 424 528 CG 028 833

Ashlock, Larry; Hayman, Peter
A Survey of Stress-Related Illnesses.
PUB DATE- 98
NOTE- 23p.; Paper presented at the American Psychological

Century (Fifth International Conference on Adult Education (Confintea V))"; "Trends in Adult Education Policy" (Belanger); "Adult Education in Modern Times" (Geissler); "From Criticism to Constructiveness" (Torres); "An Uninvited Speaker Is Asked to Leave, But He Doesn't Go..." (Aramendy); "Small Farmers of La Cocha" (Calle); "The Botina de la Cruz Family Farm" (Corrales et al.); "Poison in the Home" (interview with Javier Souza Casadinho); "Productive Terracing in Coelemu" (Loguercio); "The Use of Green Manure by Small-Scale Farmers" (Bunch); "Women's and Men's Informal Sector Enterprises in Nairobi, Kenya" (Karugu, Otiende); "Situation of Women in the Informal Sector. The Example of Rwanda" (Burckhardt); "Informal Training and Socio-cultural Regulators in Small Enterprises in New Delhi" (Singh); "Skills in the Informal Sector in Lima, Peru" (Bakke-Seeck); "Can Community Projects Sustain Local Literacy Efforts?" (Herbert); "Literacy and Language" (Robinson-Pant); "New View of Literacy: My experience in Adult Education Practice in Nepal" (Nwangwu); "Internal Funding for Literacy" (Mbuagbaw); "Executive Summary from Adult Literacy in America" (Kirsch et al.); "International Literacy Watch. Warning against Lip-Service" (Chiba); "Training of Communication Workers in the Area of Popular Radio Broadcasting" (Gutierrez); "'La Senal': An FM Radio Initiative"; "Study Circles on HIV/AIDS for Africa. Swazi Women Gain a Public Voice." (Oliver); "Darien--The Map of Participation" (Gonzalez et al.); "Violence and Impunity - Our Daily Bread" (Palma); "Education for Minority Tribes: Hope for Success" (Das); and "Participatory Training for Promotion of Social Development" (Acharya, Verma). (SK)

ED 424 359 CE 077 234

Murphy, Garrett; Johnson, Alice
What Works. Integrating Basic Skills Training into Welfare-to-Work.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Demonstration Programs; *Employment Programs; Federal Legislation; Job Training; *Literacy Education; Program Effectiveness; Program Evaluation; Skill Development; *Welfare Recipients
IDENTIFIERS- *Welfare to Work Programs

A study was conducted to determine what was happening in literacy programs as a result of the major welfare reform law passed in 1996, and whether basic skills instruction was part of the solution. A nationwide search for exemplary programs that are using basic skills instruction as a fundamental component of assisting welfare recipients in moving successfully into the work force was conducted, and the 84 programs identified were judged by a panel of specialists in welfare, adult education, and employment and training. The review panel selected eight programs as exemplary. Common characteristics found among the successful programs include the following: (1) focus on employment-related goals; (2) hands-on work experience; (3) collaboration with welfare agencies and other community organizations; (4) early intervention and personal attention in addressing problems; and (5) commitment to continuous staff development. The study concluded that states can integrate and are currently integrating basic skills instruction into their welfare-to-work activities, and that more such programs are

PUB DATE- 97
NOTE- 135p.; For a related document, see ED 398 432.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Career Guidance; Comparative Analysis; *Delivery Systems; Early Childhood Education; Educational Change; Educational Finance; *Educational Objectives; Educational Practices; Educational Principles; Educational Trends; Elementary Secondary Education; Enrollment; Financial Support; *Foreign Countries; Higher Education; *Program Administration; Program Evaluation; Program Implementation; Student Evaluation; Teacher Qualifications; Technical Institutes; Trend Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Europe (East); European Union; International Surveys

This document consists of six reports that each provide essential basic information on the organization of the education system of one of the following countries as of 1995-1996: Bulgaria, Czech Republic, Hungary, Poland, Romania, and Slovakia. Each report includes information on some or all of the following aspects of the given country's initial training system: responsibilities and administration (background, basic principles, distribution of responsibilities, legal framework and administration, legislative process, reforms, provision, curricular regulation, inspection, advisory/consultative bodies, financing, private schools, vocational orientation/guidance); preschool education (historical background, administration, curriculum and assessment, teachers, statistics); compulsory education; compulsory education and/or basic education (primary education, presecondary education, institutional separation at the lower secondary level, basic school curriculum, textbooks, assessment, teachers, statistics); secondary education (aims, curriculum, upper and lower secondary school education, secondary vocational and technical schools, integrated secondary vocational-technical schools, vocational training centers, assessment, teachers, statistics); vocational education (vocational schools, secondary vocational-technical schools and technical schools, special vocational training schools); teachers (teacher training, inservice teacher training, teachers' working hours); and higher education (admission requirements, tuition fees, types and lengths of courses, qualifications, academic year, universities and equivalent, nonuniversity higher education). (Forty-nine tables/figures are included.) (MN)

ED 424 377 CE 077 287

Project ALERT Accomplishments by Objectives. Final Performance Report. Three-Year Results.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 28p.; For other "Project ALERT" reports, see CE 077 288-302.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Diffusion (Communication); Educational Innovation; Information Dissemination; *Instructional Innovation; Models; Multimedia Instruction; Program Development; Program Evaluation; Program Implementation; Teaching Methods; Whole Language Approach;

personal support. (The four curriculum frameworks commissions' addresses are provided along with contact persons for each. Contains 17 references.) (MN)

ED 424 395 CE 077 308

Improving the Quality of Teaching. The Business Role. Successful Strategies Series.
PUB DATE- 98
NOTE- 25p.; For related documents, see ED 414 365-366, ED 414 370, ED 415 297, and CE 077 306-307.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Educational Improvement; Educational Needs; Educational Opportunities; Educational Policy; *Educational Quality; *Faculty Development; Internship Programs; Noncollege Bound Students; Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; Teacher Education; *Teacher Improvement; *Vocational Education

Business can support high-quality teaching by providing professional development efforts that provide teachers with knowledge of the changing workplace. At the policy level, business can take the following steps: ensure that teachers have a major or are certified in the content area in which they are teaching; support high-quality alternative routes to certification; and provide incentives and assistance for teachers to achieve advanced certification. The following actions can be taken at the practice level: bring teachers into the workplace through internships; help teachers integrate the knowledge they gain about the workplace into classroom lessons that supplement and reinforce traditional textbook learning; provide fee support for individual teachers seeking National Board Certification; work with schools of education to improve pre-service teacher education; and share business expertise with educators in areas such as continuous improvement and use of technology. Business can also work with schools of higher education to design more effective preservice and inservice teacher education programs. At both the state and local levels, business-education partnerships are providing a variety of professional development experiences that are enhancing teachers' understanding of the workplace and helping them identify ways to integrate their experiences into their own curriculum development. (Appended is a discussion of what constitutes effective professional development.) (MN)

ED 424 396 CE 077 311

Annotated Bibliography of Partner Resources.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Standards; Annotated Bibliographies; Black Organizations; Blacks; Community Organizations; Community Resources; Consortia; Economic Development; *Education Work Relationship; Educational Change; *Educational Resources; Employed Women; Higher Education; Hispanic Americans; National Standards; Nonprofit Organizations; *Partnerships in Education;

strategies for instructors, trainees, and supervisors to use before, during, and after a program); barriers to the transfer of learning; voices from the field (ways of ensuring learning transfer, the heart of learning transfer, ingredients for successful learning transfer, how transfer of learning occurs, indicators of transfer of learning in a workplace program, strategies for creating a true transfer partnership, and other issues related to transfer); and toward a deeper understanding of transfer (how transfer is operationalized, the generalizability of training design studies, decisions regarding which trainee characteristics to investigate, ways work environment-related factors impact the transfer of learning). Part 7 contains five application exercises. The manual contains 16 references and an annotated bibliography of 19 selected publications devoted to transfer of training. (MN)

ED 424 413 CE 077 375

Andrew, Erika Nielsen; Dornsife, Carolyn; Flack, Maggie;
  Hallinan, Mayo Tsuzuki; Jackson, Lola; Raby, Marilyn; Steadman,
  Mimi Harris
Lessons Learned: Five Years in the Urban Schools Network.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports -
  Research/Technical (143)
DESCRIPTORS- *Academic Education; *Career Guidance; *College
  School Cooperation; Educational Change; Educational
  Development; Educational History; Educational Innovation;
  Guidance Programs; *Integrated Curriculum; Postsecondary
  Education; Professional Development; Program Evaluation;
  Program Improvement; Secondary Education; Tech Prep; *Urban
  Schools; *Vocational Education
IDENTIFIERS- *Urban Schools Network

The 10 chapters in this book provide an overview of 5 years of work by member schools and colleges in the Urban Schools Network, which provides technical assistance to schools in 31 urban areas. "Overview of the Urban Schools Network" (Lola Jackson) is a history, defining purposes, participants, and priorities. "Integrating Academic and Vocational Education" (Marilyn Raby) reviews features of and rationale for integrated curricula and provides examples from practice. "Work-Based Learning" (Maggie Flack) looks at how sites have developed programs with a focus on quality and connections to school learning. "Alternative Scheduling" (Mimi Harris Steadman) addresses a feature that has evolved as a key strategy at several schools to make time for innovative curriculum and out-of-classroom activities. "Whole School Change" (Mayo Tsuzuki Hallinan) traces the evolution across sites, from an emphasis on tech prep and integrated curriculum programs that affect some students to implementation of whole school change efforts. "Professional Development" (Mimi Harris Steadman) addresses strategies sites use to support reform efforts. "Guidance and Counseling" (Lola Jackson) provides snapshots of guidance programs. "The Postsecondary Partner" (Carolyn Dornsife) addresses sites' work to build links between secondary and postsecondary institutions. "Evaluation for Program Improvement" (Carolyn Dornsife) discusses the challenges, particularly tracking students within and between different programs and institutions. "Final Reflections" (Erika Nielsen

The 1998 Guide to the Evaluation of Educational Experiences in the Armed Services. 2: Navy.
SPONS. AGENCY- Defense Activity for Non-Traditional Education Support (DOD), Pensacola, FL.
PUB DATE- 98
NOTE- 590p.; For volumes 1 and 3, see CE 077 410-412.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Armed Forces; *College Credits; *Course Content; Enlisted Personnel; Higher Education; Military Service; *Military Training; Officer Personnel; *Prior Learning
IDENTIFIERS- Navy

This guide is the standard reference work for recognizing learning acquired by military personnel for conversion to academic credit in degree work at colleges and universities. This volume contains recommendations for formal courses offered by the Navy in 1990 and later years. Fourteen sections provide the following information: (1) how to find and use Navy course exhibits; (2) sample course exhibit; (3) how to find and use Navy rating exhibits; (4) sample Navy rating exhibit; (5) how to find and use Navy warrant officer and limited duty officer exhibits; (6) sample Navy warrant officer and limited duty officer exhibit; (7) how to find and use Navy enlisted classification (NEC) exhibits; (8) sample Navy enlisted classification exhibit; (9) questions and answers; (10) course exhibits; (11) Navy enlisted rating exhibits; (12) Navy limited duty officer exhibits; (13) Navy warrant officer exhibits; and(14) Navy enlisted classification (NEC) exhibits. Each course exhibit includes some or all of the following: course number, title, location, length, dates, learning outcomes, instruction, occupational group, description, career pattern, related occupations, and credit recommendation. The guide also contains seven appendixes that cover the evaluation systems, sample military records, occupation title index, keyword index, course number index, request for course recommendation form, and request for Navy general rate, rating, warrant officer, and limited duty officer exhibits form. (KC)

ED 424 430 CE 077 412

The 1998 Guide to the Evaluation of Educational Experiences in the Armed Services. 3: Air Force, Coast Guard, Department of Defense, Marine Corps.
SPONS. AGENCY- Defense Activity for Non-Traditional Education Support (DOD), Pensacola, FL.
PUB DATE- 98
NOTE- 429p.; For volumes 1-2, see CE 077 410-411.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Armed Forces; *College Credits; *Course Content; Enlisted Personnel; Higher Education; Military Service; *Military Training; Officer Personnel; *Prior Learning
IDENTIFIERS- Air Force; Coast Guard; Department of Defense; Marine Corps

This guide is the standard reference work for recognizing possibly leading to organizational change. Action learning has five elements: the problem, set, client, set advisor, and process. Action learning enables set participants to solve longstanding problems that could not be solved by simple training while simultaneously developing their leadership abilities. Challenges to the action learning methodology include concerns about the methodology itself and its misinterpretation and questions about its effectiveness. Action learning has many applications in adult education and human resource development. It may be used whenever learners have salient, nontechnical problems to solve and the capacity to work in small groups. Adult educators wishing to use action learning should take the following steps: prepare set participants for the action learning process with a start-up workshop; have set participants complete learning style questionnaires before the workshop; ensure that advisors have appropriate preparatory training; and document participants' personal development and encourage reflection throughout the action learning process. (Contains 20 references.) (MN)

ED 424 451   CE 077 451

Imel, Susan
Promoting Intercultural Understanding. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Career Education; Classroom Techniques; *Cultural Awareness; Cultural Differences; *Cultural Exchange; *Cultural Pluralism; *Educational Environment; Educational Needs; Educational Research; Experiential Learning; Immigrants; *Interpersonal Competence; Models; Needs Assessment; Resource Materials; *Teacher Student Relationship; Teaching Guides; Textbooks; Theory Practice Relationship; Training Methods; Trend Analysis; Vocational Education
IDENTIFIERS- *Cultural Competence

This brief highlights some of the trends in the literature related to intercultural understanding and provides a list of resources that can be used by educators in promoting it. The consensus of the literature on promoting cultural understanding is that the term "culture" generally refers to a system of beliefs, customs, and behaviors shared by a group of individuals. The terms "cultural competence" and "intercultural competence" are used in reference to the need to develop an understanding and appreciation for cultures other than one's own. Assisting individuals in developing intercultural competence is the basis for a number of sources that deal specifically with teaching and learning. Some sources contain practical information for developing training programs, whereas others reflect organizations' interests in competing in the global marketplace and managing an increasingly diverse work force. Several sources caution that efforts to celebrate or appreciate differences may ultimately reinforce stereotypes or cause members of some socially defined groups to be viewed as somehow different from the "mainstream." Promoting intercultural understanding is an important and complex topic that has ramifications for adult, career, and vocational

After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in transferring skills for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the critical thinking and problem-solving skills required to transfer training to new contexts. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 467 CE 077 476

Workplace Basics for Supervisors. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 91p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Communication Skills; Course Content; Curriculum Guides; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Literacy Education; Needs Assessment; *On the Job Training; Problem Solving; Promotion (Occupational); Skill Development; Supervision; *Supervisory Methods; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on workplace basics for supervisors is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for workplace basics for supervisors; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses helping first-line supervisors to use effective communication and problem-solving skills in the workplace. (KC)

ED 424 468 CE 077 477

leadership program for college students based on the "Student Leadership Practices Inventory" (Student LPI). The Student LPI extends previous research among business leaders to student leaders; it measures leadership practice in college students. Many young people taking a leadership course for the first time already have more leadership experience than they realize. The Student LPI has two forms, Self and Observer. It can be used with a workshop to help students learn leadership skills. Contents of the facilitator's manual are: (1) "Introduction"; (2) "Origin of the Student Version of the Leadership Practices Inventory"; (3) "The Leadership Practices"; (4) "Student LPI Feedback Workshop Design"; (5) "Workshop Process Details"; (6) "Design and Follow-Up Options." Recommended readings are organized by topic. Masters for overhead transparencies and handouts, checklists of "Actions for Meeting the Leadership Challenge," normative data, and information about computerized scoring are appended. Information is also provided for other uses of the inventory such as leader selection, performance feedback, and leadership research. This manual is part of a group of offerings on the topic of leadership. (EMK)

ED 424 486 CG 028 757

Dilley, James W., Ed.; Marks, Robert, Ed.
The UCSF AIDS Health Project Guide to Counseling: Perspectives on Psychotherapy, Prevention, and Therapeutic Practice.
PUB DATE- 98
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Bereavement; Chronic Illness; *Counseling; Counseling Techniques; Counselor Training; Grief; Higher Education; Homosexuality; Mental Health; *Prevention; *Psychotherapy; *Therapy
IDENTIFIERS- *Risk Taking Behavior

The University of California San Francisco AIDS Health Project has more than 15 years' experience in working with thousands of people with AIDS. This guide, developed by the Project, provides practical, state-of-the-art resources in the field. Part 1, "Risk and Behavior: Helping Clients Remain Uninfected," covers the following topics: (1) "HIV Test Site Counseling for Gay Men: Harm Reduction and a Client-Centered Approach" (W. Odets); (2) "HIV Test Counseling: Does It Change Behavior?" (S. B. Montgomery; D. G. Ostrow); (3) "Behavior Change Theory and HIV Prevention" (D. Silven); (4) "A Developmental Perspective on Behavior Change" (M. Hochhauser; T. A. Beaumont); (5) "Prevention and Culture: Working Downhill to Change HIV Risk Behavior" (A. Houston-Hamilton, N. A. Day); (6) "Substance Use Case Management, Harm Reduction, and HIV Prevention" (M. Garfinkel). Part 2, "Transformation and Psychotherapy: Helping Clients Live with HIV," presents: (7) "HIV Disease as an Agent of Transformation: A Survey of Therapeutic Approaches" (I. Katz, J. W. Dilley), which includes four case studies; (8) "The Role of Psychotherapy in Coping with HIV Disease" (J. Devine); (9) "HIV Disease over the Long Haul: Hope, Uncertainty, Grief, and Survival" (A. Rose); (10) "Beyond Stereotypes: Stigma and the Counseling Process" (M. T. Fullilove). Part 3, "Distress and Disorder: Helping Clients with Psychiatric Conditions," includes: (11) "Anxiety and Depression: Mood and HIV Disease" (D. H. Karasic, J. W. Dilley); (12) "The Clinical Management of

Classes, Tabular Data for 1996." (EMK)

ED 424 506 CG 028 787

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1997. Volume 2: College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 98
NOTE- 262p.; For volume 1, see CG 028 786.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Drug Use; Higher Education; *National Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Young Adults
IDENTIFIERS- Monitoring the Future

Data from the "Monitoring the Future" study follow-up studies on drug use of young adults post-high school are presented. An introduction, overview of key findings, and study design and procedures (including discussions of validity and representativeness) are provided. Follow-up procedures and sampling issues are discussed. This report is focused on college students defined as "high school graduates one to four years past high school who are enrolled in a two-year or four-year college," and young adults "in the class cohorts one to fourteen years beyond high school (modal ages 19 to 32)." Lifetime prevalence estimates are presented and discussed. Trends in drug use among young adults are reported with comparisons of subgroups for gender, regional differences and population density. "Attitudes and beliefs about drug use" and "the social milieu for young adults" are discussed in relation to trend data. Prevalence data for 1997 is presented and gender subgroups are compared; trends among college students are summarized. Data is provided in statistical tables and figures. This volume stands alone as data from Volume 1 necessary for interpretation is repeated. (EMK)

ED 424 507 CG 028 788

Parramore, Barbara M.; Hopke, William E.; Drier, Harry N.
Children's Dictionary of Occupations. Third Edition.
PUB DATE- 99
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Career Awareness; *Career Exploration; Careers; Childrens Literature; Elementary Education; Elementary School Students; *Occupations; *School Guidance

About 300 job titles are listed and defined with an illustration of a child working in each one in this specialized dictionary. Approximate phonetic pronunciations are given. Both girls and boys of various racial or ethnic backgrounds are used in the illustrations. Discussion of the world of work, getting a job, kinds of jobs, careers, and the concept of job clusters are included. Activities suggested include a class job fair, radio or television talk show, role play, card sort, and special reports. Jobs are distinguished from careers. Included in the section "Getting a Job" are information and samples of resumes,

Association Annual Convention (106th, San Francisco, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; Counseling Services; Males; Medical Research; *Posttraumatic Stress Disorder; Predictor Variables; Profiles; *Stress Variables; *Veterans
IDENTIFIERS- *Stress (Biological)

The prevalence of stress-related medical conditions in clients of Readjustment Counseling Service at Veterans Centers was investigated. The purpose of the study was to gain further knowledge specifically pertaining to the long-term health consequences of exposure to combat trauma. A review of relevant literature is provided. Veterans Center clients (N=600) were surveyed using a five-page self-report checklist regarding their histories of 56 stress-related medical conditions. Demographic characteristics are described. The results indicated that veterans exposed to high stress (combat) reported more medical problems than did veterans not exposed to high stress (noncombat). Among body systems, musculoskeletal and respiratory systems were shown to be especially affected by the high stress. Age differences are reported. Native American vets reported the highest average number of medical conditions, but no differences were found among ethnic groups in types of medical conditions. Veterans who reported a high number of psychological symptoms also reported more stress-related medical conditions than others. Results and clinical implications are discussed. (Author/EMK)

ED 424 529 CG 028 837

Jane, Dulce M.; Hunter, George C.; Lozzi, Bettina
Acculturation, Media Exposure, and Eating Disorders in Cuban American Women.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Cubans; *Eating Disorders; Eating Habits; *Females; Hispanic Americans; *Mass Media Effects; Young Adults

This study examined the dual roles of continued close ties with the Cuban community and culture of origin, as well as influences of print and broadcast media, in the development of attitudes toward both type and propensity toward eating disorders among young Cuban-American women. Continued exclusive or primary use of Spanish language in the home, as well as frequent consumption of Cuban meals were associated with lower (less problematic) scores on the Eating Attitudes Test (EAT). Regular attendance at parties and social functions attended primarily by Cubans did not appear related to lower scores on the EAT. Unlike some previous studies, no relationship was found between levels of media exposure and propensity toward eating disorders as measures by the EAT. (Author)

ED 424 530 CG 028 840

facilitate participation in this revolution-in-progress. Three key federal initiatives that are responsible for much of the change and innovation taking place in workforce development policy include: (1) "The School-to-Work Opportunities Act"; (2) "One-Stop Career Center Systems," which is the Labor Department's one-stop initiative; and (3) "Welfare Reform." The guide also highlights some of the implications of these initiatives for professional counselors, offers ideas on how professional counselors can become more actively involved in their implementation, and lists key contacts in every state that are responsible for carrying them out. (EMK)

ED 424 548 CG 028 888

Professional Counseling and Social Work: A Comparative Analysis of the Educational Preparation of the Two Professions. Draft.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counseling; Counselor Training; Higher Education; *Mental Health Workers; *Professional Education; Social Work; *Standards

The professions of counseling and social work are often described as comparable because both require master's level education and training as a prerequisite for independent practice in the delivery of clinical mental health services. The specific similarities and differences between the education and training of the two professions, however, are not generally well understood. To promote greater understanding of the issue, this analysis compares the current education and clinical training standards set out by the bodies that accredit the education programs for the two professions: the Council for Accreditation of Counseling and Related Education Programs (CACREP), and the Council on Social Work Education (CSWE). In order to practice independently, graduates of these programs typically must also fulfill additional requirements prescribed by state licensure or certification laws, including passage of an examination and completion of additional hours of supervised experience. An "Overview" provides key similarities and differences. Curriculum standards for the two professions are presented side by side in a table. (EMK)

ED 424 549 CG 028 890

McFadden, John, Ed.
Transcultural Counseling. Second edition.
PUB DATE- 99
NOTE- 429p.; For first edition, see ED 403 514.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Counseling Techniques; *Counseling Theories; Counselor Attitudes; Counselor Training; Cross Cultural Studies; *Cultural Awareness; Intercultural Communication; Multicultural Education
IDENTIFIERS- *Multicultural Counseling

New trends in transcultural theory, expanded cultural paradigms, innovative counseling techniques for working with diverse ethnic groups, and a comprehensive discussion of professional issues are presented in this second edition of a popular text. This edition is designed to support curriculum changes in counselor education programs to maximize the benefits of to show how multiple literacies can be used in the content areas. Chapters in the book are: (1) Introduction: The Literacies; (2) Art Literacy: Visualizing Language; (3) Music Literacy: Listening to Language; (4) Dance Literacy: Communicating Nonverbally; (5) Theater Literacy: Performing Language; and (6) Film Literacy: Imaging Language. Appendixes discuss multiple intelligences, and the National Standards for Literacy and the Arts. (RS)

ED 424 570 CS 215 843

Bolling, Anna L.
The Power of the Written Voice.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Conference of the College English Association (28th, Baltimore, MD, April 3-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialog Journals; Higher Education; *Instructional Innovation; Language Usage; Peer Influence; *Peer Relationship; Student Empowerment; Student Journals; *Student Reaction; *Writing Instruction
IDENTIFIERS- Dialogic Communication; *Peer Support; Tone (Language); *Voice (Rhetoric)

To encourage students of an upper division writing class to recognize the nuances of voice or tone in their written work, one instructor began the first day of each class by discussing voice and tone. After the instructor reviewed their first-day writings, students were paired with a peer partner. At the end of each semester students were requested to comment about their peer review experience in their dialogue journals. After this peer pairing, many form lasting relationships based on the similarities of their experiences and interests. Beyond these similarities, however, the voices that can be heard are confident, with a confirmed belief in their abilities. Whether the students are accomplished writers or developing writers, nearly all of them have extremely positive feelings about the process and their mutual contributions to the peer pair. The significance of voice can be demonstrated by encouraging students to listen to their partner's written voice to find their own. (CR)

ED 424 571 CS 215 866

Simon, Lisa
Making Worlds from Words: An Analysis of the Oral and Written Narratives of a Preadolescent Girl.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Discourse Analysis; *Females; *Group Dynamics; Individual Development; *Personal Narratives; *Preadolescents; Summer Programs; Verbal Communication
IDENTIFIERS- Narrative Text; Story Writing; *Voice (Rhetoric)

A study examined the narrative structures present in one young transculturalism inside and outside the classroom. Fourteen chapters are organized into three parts: (1) "Theories, Approaches, and Models for Transcultural Counseling"; (2) "Cultural Paradigms"; (3) "Professional Issues." New chapters include "Transcultural Counseling with European Americans" and "Transcending the Culture of Prejudice to a Culture of Pride." Major contributions of this work include: (1) a taxonomy of terms that relate to counseling and particularly to cross-cultural counseling; (2) attention to international, or transnational, counseling; (3) presentation of the "Stylistic Model for Transcultural Counseling"; and (4) an attempt to tie traditional approaches to counseling to transcultural concepts in an eclectic process that encourages sensitivity to the cultural paradigms of clients while providing a basis in established theory. (Author/EMK)

ED 424 550 CG 028 892

Jung, John
Trials, Tribulations, and Triumphs of a COR Mentoring Program.
PUB DATE- 98
NOTE- 6p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; College Students; Graduate Study; Higher Education; *Mental Health; *Mentors; Outcomes of Education; Research Opportunities; *Researchers

To increase the supply of mental health researchers from ethnic minority groups, in 1981 the National Institute of Mental Health initiated the Minority Access to Research Careers (MARC) program which was renamed Career Opportunities in Research (COR). In this paper, the Program Director of the MARC/COR Program at California State University, Long Beach, focuses on the process of operating this program day-to-day, rather than on the program structure. Lessons learned are summarized as follows: (1) Students change their minds a lot or do not know what they want in the first place; (2) Student motivation and morale waxes and wanes; (3) No single model for mentoring exists; (4) The task of matching students with mentors is not easy; (5) Not all mentors are created equal; (6) Program management is a daily task; (7) Getting students into graduate schools is not always easy; (8) Getting out of graduate school may be harder than getting in. Benefits of the program are discussed under "The Big Payoff: What Makes It all Worthwhile." (EMK)

ED 424 551 CG 028 893

Katsekas, Bette S.
Ethical Decision Making in Graduate-Level Counselor Education: Teaching Strategies and the Use of Professional Counselor Panels.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; Counselors; Educational Strategies; *Ethics; Graduate Students; Higher Education;

girl's writing and the way those themes were incorporated into a group's oral story creation. Stories were collected during a summer reading and writing group as part of a qualitative study exploring narrative structures being used by preadolescent girls. Subjects were 14 girls from diverse racial background and ranging in age from 9-11. These girls learned to tell stories within their cultures, and their talk and writing reflected what they knew from their own social circumstances. Analysis indicated that several of the stories featured plots that depended on the main (female) character's lack of agency, and many of the stories had references to the importance of looks or appearance. Analysis also showed that, in one story selected as an example, the writer's religious background was omnipresent, and references in the story were misunderstood by listeners and instructor alike who did not share that same religious background. Findings suggest that this misunderstanding indicates the impact on voice that dominant secular narratives can have on an individual's narrative. (Contains 11 references; the fictional written story example and the group created oral story are appended.) (CR)

ED 424 572 CS 216 461

Kotch, Laura; Zackman, Leslie
The Author Studies Handbook: Helping Students Build Powerful Connections to Literature. Grades K-8.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; Elementary Education; Integrated Curriculum; Language Arts; *Literature Appreciation; Program Descriptions; *Reading Instruction; Reading Programs; Reading Skills; Reading Strategies; Student Evaluation
IDENTIFIERS- *Author Reader Relationship; Illustrators; Response to Literature

Intended for grades K-8, this book will help teachers and students launch their own author study programs, making powerful connections with authors while nurturing a community of readers. It argues that, with author study, all students form mentor relationships with authors; gain access to the world of authors and books; develop a wide range of effective reading strategies; and form a community of readers. The book presents strategies, activities, ideas, recommendations and sample author studies. Eleven chapters make up the book: (1) Author Studies: An Overview of the Essentials; (2) Choosing an Author; (3) Creating a Language-Rich Environment; (4) Connecting Students with Authors; (5) Teaching Skills and Strategies; (6) Grouping for Author Studies: A Sample Katherine Paterson Study; (7) Read-Aloud Author Studies: A Sample Ed Young Study; (8) A Sample Illustrator Study: Peter Catalanotto; (9) Integrating Curriculum through an Author Study; (10) Assessment and Evaluation; and (11) A Sample Schoolwide Model: "Meet the Writers." Ten appendixes (including resources for information about authors and illustrators, surveys, forms, letters, and checklists) are attached. (SR)

ED 424 573 CS 216 492

Childers, Pamela B.; Hobson, Eric H.; Mullin, Joan A.
ARTiculating: Teaching Writing in a Visual World.

Hyperfictions" by Howard Holden, and "How Literary Lists Are Changing the Way We Discuss Literature" by John Scott Kemp). (RS)

ED 424 587 CS 216 529

Hill, Lisa L.
Bearing Witness to Differends: Virginia Woolf and Postmodern Composition Pedagogies.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; Higher Education; *Rhetorical Theory; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Postmodernism; *Woolf (Virginia)

Borrowing from Heidegger and following Pamela Caughie and Victor Vitanza, the work of Virginia Woolf can be linked to composition pedagogies to ask: "What are composition instructors still not thinking in relation to the postmodern?" An answer may be found through postmodern rereadings of Woolf's "A Room of One's Own" and postmodern rereadings of rhetoric and composition theory and pedagogy. These rereadings of Woolf and the questions that such rereadings raise will then help argue for and valorize postmodern composition pedagogies that turn (trope) against "teaching composition" and allow for an ethical "letting learn." Caughie's rereading of Woolf tacitly explores the ethical dimension of Woolf's work, located in her deconstructive style of writing. Like Caughie, Vitanza, too, is interested in paratactic linking and postmodern thinking, and he argues that it is through an understanding of language games that participants can figure out which games play to win and which games play to keep the game going. Vitanza's project has much in common with the work of Woolf, whose "A Room of One's Own" saw as its project a desire to create a space for the women writers who had been left out of prose histories. In this work she lays out her desire, and it is in her "ways of proceeding," her aesthetic politics, as she puts this desire before readers that her paraethics (or libidinized ethics) are revealed. A current that can be figured as the metonymy of an affirmative desire runs through the book, and it is this current that allows for "letting learn." (Contains 11 notes and 16 references.) (RS)

ED 424 588 CS 216 530

Rivera, DeAnna
The Tutor at the Center: Hearing and Reverberating the Stories of a Multi-Cultural Campus.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Higher Education; Metaphors;

Illinois Academic Standards--For Public Review and Comment.
  Volume Two, State Goals 11-18. Science, Social Science.
  Preliminary Draft.
PUB DATE- 96
NOTE- 181p.; For the draft reports on state goals for other
  learning areas, see EA 027 913-915.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Objectives;
  Elementary Secondary Education; Evaluation Criteria; *Science
  Curriculum; Science Education; *Social Sciences; *State
  Standards; Statewide Planning
IDENTIFIERS- *Illinois

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the second in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for science and social science, and the benchmarks to measure progress toward each state goal for these areas; and contains the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

ED 424 610 EA 027 914

Illinois Academic Standards--For Public Review and Comment.
  Volume Three, State Goals 19-27. Physical Development and
  Health, Fine Arts. Preliminary Draft.
PUB DATE- 96
NOTE- 153p.; For the draft reports on state goals for other
  learning areas, see EA 027 913-915.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Art Education; Dance Education;
  Drama; *Educational Objectives; Elementary Secondary Education;
  Evaluation Criteria; *Fine Arts; Health Promotion; Music
  Education; *Physical Education; *State Standards; Statewide
  Planning; Visual Arts
IDENTIFIERS- *Illinois

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Parent Participation; Parent School Relationship; Participative Decision Making; Program Effectiveness; *School Based Management; School Organization; *School Restructuring
IDENTIFIERS- Kentucky; *School Councils

The 1994 and 1995 School-Based Decision Making (SBDM) Surveys were conducted in the fall of each of those years for the Study of Education Policy. This report compares the 1994 and 1995 responses to three questions: (1) What do people think of the effectiveness of SBDM? (2) Who is involved in the SBDM decisions? and (3) What are councils doing? The discussion focuses on school and district effectiveness, the barriers to SBDM, SBDM trainers' network, parent involvement, efforts to involve minorities and women, council productivity, improvement strategies, and the budget process. Findings show that most people rate SBDM as good to excellent in their school and district, and ratings increased in both good and excellent categories from 1994 to 1995. Superintendents reported more efforts to involve, recruit, and hire women and minorities than did SBDM council members or non-SBDM principals, and nearly 80 percent of principals reported that they had not tried some of the more successful strategies for parent involvement in SBDM such as potluck dinners or neighborhood meetings. It is hoped that as more councils have more experience with SBDM, longitudinal data will help councils track effectiveness, productivity, and ways SBDM involves more parents in education. (Contains 14 figures.) (RJM)

ED 424 630 EA 029 393

Dixon, Douglas A.
Conceptions of Democracy: Elements for a Theory of School Political Culture.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; *Democratic Values; *Educational Environment; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *School Culture; *School Role; Student Development

The purpose of education in the United States has been linked to democracy throughout its history. An analysis of the tradition of linking education to democratic purpose and practice is presented here. The research was derived, in part, from an earlier study that postulated three conceptions of democracy: liberal, participatory, and community. These three concepts were compared across various elements: beliefs about the nature of individuals and of the masses, government, participation, information access and dissemination, the nature of problems and knowledge, expanse of governance, and value priorities. The text explores linkages among several elements of democracy and their import for developing two typologies of democratic school political culture: community and liberal. The first section elaborates elements for a theory of "community" democratic

PUB DATE- 97
NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; Educational Cooperation; Educational Needs; Elementary Secondary Education; Nontraditional Education; Program Descriptions; *Public Schools; School Desegregation; *Student Attitudes; *Teacher Attitudes

Friendly House was created in 1920 to promote literacy among new families entering the United States. An analysis of the afterschool and the summer-school programs offered by Friendly House is offered here. The study includes information on these programs, as well as the policies, practices, and procedures used in providing for the needs of economically disadvantaged children and their families. The text also describes the perceptions of Friendly House personnel regarding daily operations. The paper opens with demographic information for the area and details ways in which Friendly House serves the community. The study design is discussed next, along with the research questions and the findings. Results are grouped under six questions, such as How would students, instructors, tutors, and administrators describe their relationships with students and others? To what extent are curriculum and instruction related to students' present and future lives? What is the staff philosophy as regards working with students? and What types of support are offered at Friendly House? Recommendations for improving the process and quality of services delivered and for improving relations with the different public feeder schools that send students to Friendly House are given by various students and staff. (Nine appendices contain the tabulation of data.) (RJM)

ED 424 650 EA 029 416

Sigafus, Bonnie
The Creation of ABDs: A Turning Point in Educational Doctoral Programs?
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Administrators; *Doctoral Programs; Educational Administration; *Graduate Study; Higher Education; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- University of Kentucky

Although few students terminate their pursuit of a doctorate during the course-work phase of their program, many doctoral students drop out around the time that they successfully complete planned courses, a period known as "all but dissertation" (ABD). An examination of how professional educators who added a doctoral program to their lives experienced the increased commitment of graduate work is presented here. The report is drawn from a study that featured two assumptions: professional educators live extremely busy lives as they balance work, family, health, community, and for changing a school's curriculum and instructional practice. Critical questions concerning resource requirements and the role of the school districts are also discussed, though the primary focus is that of funding sources. The most significant source described is the Obey-Porter legislation, which promises financial support to most Title I schools of up to $50,000 a year for 3 years. An appendix details the research methodology of the resource analysis described in the report. (JMD)

ED 424 670 EA 029 443

Index to NCES Issue Briefs and Indicators of the Month: Cumulative through June 1998.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Indexes; Instructional Materials; Reference Materials
IDENTIFIERS- *National Center for Education Statistics

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education. The second of a series of indices to NCES "Issue Briefs" and "Indicators of the Month" is presented here. "Issue Briefs" are short-format publications that present information on education topics of current interest. "Indicators of the Month" analyze key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The index includes all "Issue Briefs" and "Indicators of the Month" currently available from the first edition in 1992 to the most recent edition of June 1998. Topics covered include race/ethnicity; teachers, administrators, and teaching issues; schools and schooling; school finance; student characteristics, course taking, and aspirations; educational outcomes; and international assessments. The titles, issues dates, and reference numbers of 76 briefs are listed here. The NCES addresses high-priority education data needs, provides indicators of education status and trends, and reports data to the Department of Education, to Congress, to the States, and to education policy makers and the general public. (RJM)

ED 424 671 EA 029 445

Lane, Brett
A Profile of the Leadership Needs of Charter School Founders.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; Educational Development; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; Leadership; *Leadership Qualities; Needs Assessment; Professional Development; *School Administration

This report presents the research and development undertaken in the first year of a 3-year project to develop a Model Leadership Training Program for charter-school founders. The report provides detailed descriptions and analysis of charter chapters conclude with short lists of references and suggested readings, Resource B (appendix) presents a 48-entry, selective bibliography on block scheduling. (MKW)

ED 424 690 EA 029 470

Osguthorpe, Russell T.; Patterson, Robert S.
Balancing the Tensions of Change: Eight Keys to Collaborative Educational Renewal.
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; *Cooperative Programs; Educational Administration; *Educational Change; Educational Planning; Elementary Secondary Education; Higher Education; *Partnerships in Education
IDENTIFIERS- *National Network for Educational Renewal

In an effort to help participants in educational change view inevitable tensions as positive stimulants to educational renewal, this book draws on examples of successful school-university partnerships to examine the process of interorganizational collaboration. Following the introduction, part 1, "Building Relationships of Mutuality," presents the first three keys to balancing the tensions of change. Key 1 addresses the tensions associated with membership in the collaborative arrangement and uses the National Network for Educational Renewal (NNER) as an example; key 2 describes the type of role flexibility necessary to collaborative change initiatives and includes suggestions for its development; and key 3 treats issues related to the commitment and interdependence of participants in the change process. Part 2, "Crossing Thresholds to Creativity," includes keys 4-8, which address issues associated with collaborative change planning (key 4); the balance between spontaneity and planning essential to school-university work (key 5); the balance between new and established ideas (key 6); evaluation of change processes and outcomes (key 7); and parity of school and university contributions (key 8). An appendix provides the historical background for collaboration change in education. (Contains 1 table, 6 figures, and 76 references.) (MKW)

ED 424 691 EA 029 471

Case Studies of Successful Campuses: Responses to a High-Stakes State Accountability System. Statewide Texas Educational Progress Study, Report No. 2.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; Case Studies; Disadvantaged Youth; Educational Objectives; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; Government Publications; *Outcome Based Education; *Outcomes of Education; Program Effectiveness; Public Schools; *School Effectiveness; Student Educational Objectives
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

personal knowledge of topics related to curriculum as well as personal interests, collections, hobbies, and enthusiasm about issues surrounding content area. The paper closes with a description of what a differentiated classroom resembles. (Contains 14 references.) (CR)

ED 424 710 EC 306 798

Schuler, Patricia A.
Cluster Grouping Coast to Coast.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Cluster Grouping; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *Instructional Effectiveness; Program Implementation; School Districts; Student Needs; Surveys; Teacher Attitudes

This paper discusses the results of a survey that investigated how 69 school districts associated with the National Research Center on the Gifted and Talented were implementing cluster grouping to meet the intellectual, social, and emotional needs of gifted students. Results from the survey indicate: (1) the majority of school districts did not have an official policy on cluster grouping; (2) advantages of cluster grouping included cost effectiveness, increases in intellectual stimulation, the ability for students to move rapidly through the curriculum and work in their interest area, and teachers taking more responsibility for the needs of gifted children; and (3) disadvantages to cluster grouping included difficulty in the implementation process, lack of teacher training and funds for inservice, inability to meet the needs of highly gifted students, and resentment toward cluster teachers and gifted students. Recommendations for planning a cluster group are provided and include: develop criteria for selecting students, define the qualifications of and the selection process for the teachers, plan the differentiated experiences for the cluster of gifted students, and plan for support services and special resources. (CR)

ED 424 711 EC 306 799

Beckley, Dawn
Gifted and Learning Disabled: Twice Exceptional Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Achievement Tests; Behavior Problems; *Curriculum Development; *Disability Identification; Elementary Secondary Education; *Gifted Disabled; Intelligence Tests; *Learning Disabilities; *Student Characteristics; Student Evaluation; Student Needs

This paper discusses the characteristics, identification, and curriculum needs of gifted students who also have learning disabilities. Three different subgroups of twice-exceptional students are described: (1) students who have been identified working definitions of the five proficiency levels used for comparison of tests in European languages (French, Luxembourgish, Dutch, Danish, German, Catalan, Irish, Spanish, Portuguese, Italian, Greek, Norwegian, English, Finnish, Swedish), the ways in which various tests are used to set standards for educational or workplace purposes, the organization's statement of practice standards, and other projects of members. The main section of the handbook provides a brief introduction to each member organization and the details of its tests and the systems by which they are produced and administered. The final section is a glossary of language testing terms used throughout the guide. (MSE)

ED 424 731 FL 025 341

Romanian Grammar Workbook for Peace Corps Volunteers.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English; Romanian
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Foreign Countries; *Grammar; Independent Study; Instructional Materials; *Romanian; *Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; Units of Study
IDENTIFIERS- Moldova; Peace Corps; *Romania

Designed as a reference tool for continued language learning beyond the beginning level, this workbook provides explanations and sets of exercises for learning, practicing, and understanding the major points of Romanian grammar. The manual contains 11 units on certain grammar problems for use with a tutor or under self-guided learning circumstances. (CNP)

ED 424 732 FL 025 342

Practicum for Reading and Writing in Romanian.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- Romanian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; Foreign Countries; Independent Study; Literature; Reading Instruction; *Romanian; *Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; Units of Study; Writing Instruction
IDENTIFIERS- Moldova; Peace Corps; *Romania

Designed for continued language learning beyond the beginning level, this workbook provides practice and sets of exercises for improving Romanian through reading and writing. The content areas include history, traditions, language and literature (both prose and poetry). Each unit includes several texts with exercises for use with a tutor or under self-guided learning circumstances. A glossary is also included. (CNP)

ED 424 733 FL 025 343

PC Volunteers' First Steps in Romanian.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English; Romanian
EDRS Price- MF01/PC01 Plus Postage.

speaking groups are approaching balanced skills in the two languages in reading and math, and are gaining appreciation and knowledge of the others' cultures. Contains 22 references. (MSE)

ED 424 755 FL 025 539

Keegan, Peter J.
Survey of the Provision of Te Reo Maori, 1996.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Educational Supply; Elementary Secondary Education; Foreign Countries; *Heritage Education; *Language Enrollment; *Language Teachers; *Language Tests; *Maori; Maori (People); National Surveys; Postsecondary Education; Second Language Instruction; Second Language Programs; Second Languages; Student Characteristics; Teacher Characteristics; Teacher Education; Teacher Qualifications; Teacher Supply and Demand; Testing; Uncommonly Taught Languages
IDENTIFIERS- *New Zealand

The report presents results of a 1996 national survey of New Zealand concerning the provision of Maori language instruction at all levels (early childhood, elementary (primary), secondary, and postsecondary (tertiary)), enrollment rates, student characteristics, and teacher characteristics and qualifications. Data are organized in these categories: enrollment and student achievement in the early childhood sector; enrollment (numbers and program types) and availability of Maori instruction at the elementary and secondary levels, especially for early childhood program students; availability of instruction at the postsecondary level, in different institution types; other Maori language providers (private organizations, heritage organizations); gaps in provision of Maori instruction for specific populations or through distance or correspondence education; gaps in the assessment of Maori language competency; and teacher training and teacher shortages. Eight recommendations are made for increasing availability of Maori teacher training, improving teacher training, language assessment research, increased provision of advanced Maori courses, investigation of distance education options, research on the progress of children having had early childhood Maori instruction, funding to find out what extent the Whanau members of Kohanga and Kura Kaupapa Maori/bilingual units are learning the Maori language, and funding for an increase in the provision of courses in subjects other than Maori. Appended materials include a map of New Zealand regions and two survey instruments. Contains 21 references. (MSE)

ED 424 756 FL 025 540

Hamano, Shoko
The Sound-Symbolic System of Japanese.
PUB DATE- 98
NOTE- 271p.; Revision of the author's Ph.D. thesis, University of Florida.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ideography; *Japanese; Language Patterns; *Phoneme Grapheme Correspondence; *Phonemics; *Phonology; Structural Analysis (Linguistics); Suprasegmentals; Symbolism; Syntax

This study explores sound-symbolic, or mimetic, words in the

ED 424 776 FL 025 577

Noguchi, Judy
"Easifying" ESP Texts for EFL Science Majors.
PUB DATE- 98
NOTE- 8p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; Classroom Techniques; *Discourse Analysis; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; *Language Patterns; Language Styles; Majors (Students); *Pharmaceutical Education; Professional Education; Science Education; Second Language Instruction
IDENTIFIERS- *Simplification (Language)

An English-for-Special-Purposes (ESP) text embodies structure and conventionalized features that play important roles in conveying its message to members of the specific discourse community. This means that such a text should not be simplified or otherwise subjected to loss of its generic integrity, yet these texts are often difficult for undergraduate English-as-a-Second-Language (ESL) students who need to be introduced to them in what is likely to be one of their last formal English language courses before entering the discourse community. To deal with this dilemma, one educator has suggested "easification" of ESP texts. Here this idea is extended to texts for students majoring in pharmaceutical science. Students are taught to analyze the text for four elements: purpose; audience; information; and language features. This exercise makes students more aware of differences in the physical format and features of different texts. Then, using reference materials, students learn to identify sections to examine for greater clarification. Important terminology is also highlighted, then learned in class exercises using contextual clues. The objective is not to change the text but to make its contents more accessible through analysis. Contains 14 references. (MSE)

ED 424 777 FL 025 578

Sawyer, Doug
From Non-communicative Exercises to Technical Writing: Profile of a Two-Semester Preparatory Sequence.
PUB DATE- 98
NOTE- 14p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575. Appendix C contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Communicative Competence (Languages); Course Descriptions; *English for Academic Purposes; *English for Special Purposes; Error Correction; Foreign Countries; Grammar; Higher Education; Journal Writing;

Classroom" (W. Hunter); (8) "Creating and Maintaining Course Home Pages -- An Effective Way To Use the Web To Enhance the Classroom" (Z. Jiang and E. McClintock); (9) "Collaborative Research Writing Using the Internet" (C. Marr); (10) "Art and Hi-Tech in Physics Learning" (V. Niculescu and P. Turner); (11) "Virtual Courseware for Science Education: Virtual Flylab and Virtual Earthquake" (G. Novak and R. Desharnais); (12) "Action Learning and Management Development: Lessons for Web-Based Education" (S. Reeve); (13) "Improving Student Learning through Better Designed Web-Based Course Environments" (J. Ross); (14) "A Hybrid CD-ROM/Internet Introduction to Music Course" (D. Sonnenschein); (15) "Using a Bulletin Board System for Collaborative, Cross-Cultural Learning" (R. Spear and N. Pillay); (16) "Exploring Factors That Moderate Learning and Teaching in a Web-Based Course" (J. Tyler and D. Baylen); (17) "Literacy in the Age of Information Overload" (S. Walter); (18) "Ongoing Assessment of the Use of Self-Paced Computer-Assisted Learning Modules in Music Appreciation" (E. Woodruff and S. Brown); and (19) "Classic Systems, Current Insights: Technology Unplugged" (A. Wyandotte). (MAB)

ED 424 796 HE 031 466

Jaworski, Brian; Gilman, David A.
Admission Rates of Student-Athletes and General Students: A Comparison of Acceptance Rates of the Student-Athlete and the General Student at DePauw University, Greencastle, Indiana State University.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Admission (School); *Athletes; *College Applicants; College Athletics; College Freshmen; College Students; Enrollment Rate; Higher Education; *Private Colleges
IDENTIFIERS- *DePauw University IN

This study examined admission rates of student-athletes and students in general at DePauw University (Indiana) over a three-year period. Data on admissions from 1994 through 1996 were reviewed, and it was found that 47 percent of applicants identified themselves as student-athletes and that 82 percent of all applicants were accepted. The results indicated no differences in the acceptance rates for student-athletes and students in general. However, it was noted that the results of the study might have been different had the university been willing to reveal the academic profiles of the incoming freshman class for both student-athletes and students in general. One problem that the study encountered was control over whether or not applicants identifying themselves as student-athletes participated in intercollegiate athletics once enrolled at the university. Data tables and admission statistics are appended; also appended is a copy of a U.S. News & World Report list of the best national liberal arts colleges. (MDM)

ED 424 797 HE 031 592

Bailey, Brenda L.; Bauman, Curtis; Lata, Kimberly A.
Student Retention and Satisfaction: The Evolution of a Predictive Model. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Forum of the

references.) (CH)

ED 424 815 HE 031 669

Chabotar, Kent John; Honan, James P.
New Yardsticks To Measure Financial Distress. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #4.
PUB DATE- 96
NOTE- 40p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Educational Economics; Educational Finance; *Financial Exigency; Financial Problems; Fiscal Capacity; Higher Education; Institutional Survival; Personnel Policy; Retrenchment; Teacher Dismissal; *Tenure; *Tenured Faculty
IDENTIFIERS- Financial Accounting Standards Board

This paper, one in a series about the priorities of the professoriate, discusses issues of financial exigency and how they have an impact upon decisions regarding layoffs of tenured college faculty. The intent of the discussion is to encourage higher education institutions to clearly define the operational guidelines used when layoffs of tenured faculty become necessary as a result of financial emergencies. The paper discusses general principles for defining the criteria for financial exigency, giving specific yardsticks for three broad categories of financial condition: operating results (budget, cash flow, and student enrollment), net worth, and bond ratings. Two alternative accounting methods which can improve the comprehensiveness and credibility of the institution's financial data are presented. The first, global accounting, examines not only the institution's financial wealth but also its physical wealth; the second requires adoption of new accounting standards issued by the Financial Accounting Standards Board. Finally, the advantages and limitations of these alternative yardsticks are examined. (Contains 41 references.) (CH)

ED 424 816 HE 031 670

Byrne, J. Peter
Academic Freedom without Tenure? New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #5.
PUB DATE- 97
NOTE- 24p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; College Environment; *College Faculty; Contracts; Educational Environment; *Faculty College Relationship; Higher Education; Intellectual Freedom; Legal Responsibility; Nontenured Faculty; *Peer Evaluation; Personnel Policy; Professional Autonomy; Teaching Conditions; *Tenured Faculty

This paper, one in a series about the priorities of the professoriate, seeks to clarify the relationship between academic freedom and tenure by examining the standards and procedures used by the university to protect academic freedom without a tenure system. The paper considers first the minimum

*Teacher Student Relationship; Tutoring; Tutors; *Writing (Composition); *Writing Laboratories; Writing Processes

Over the years, a composition instructor has watched the metaphor of the writing center as a spider web unfold on three different college campuses, all of which have a culturally diverse student body. As a junior college peer tutor, a graduate student tutor, and a faculty member trying to get out of doing some committee work, the instructor has seen the center from many different angles. From all of these angles, one thing remains the same: the instructor learns just as much from the writers who visit the center as they learn from the instructor. The writings of three different students who visited the writing center show they are unified by their sentiment and by their listener (the tutor). By sharing their ideas, histories, and stories with the instructor, these student writers change tutors' ideas, histories, and stories. They have reached the instructor despite their supposed "otherness." These writers have woven their words into the center (the writing center and the metaphorical spider web's center) and their effects reverberate out from it so far that where or if the reverberations end cannot be seen. Each story may stand alone as a particular strand, but together these stories manifest an elaborate web. (RS)

ED 424 589 CS 216 531

Quintelli-Neary, Marguerite; Fife, Karen M.
Teaching English the "Right" Way in South Carolina: Finding a Middle Ground in Censorship Issues.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Creative Thinking; Elementary Secondary Education; *English Instruction; *Government School Relationship; Higher Education; Metacognition; State Regulation; *Visualization; *Writing Instruction
IDENTIFIERS- *Guided Imagery; *South Carolina

While advocates of guided imagery practice in the classroom fear most that inexperienced practitioners will abandon this effective means of developing metacognitive skills because students will not use imagery properly or because they themselves have not had the opportunity to learn guiding techniques from in-services or mentoring, the real threat to the success of creative visualization comes not from within. Because guided imagery encourages students to use their own imaginations and because Fundamentalist Christianity frequently "takes a dim view" of any educational theory that advocates getting inside children's minds, guided imagery has become particularly suspect in areas whose prevailing philosophy is that public schools are anti-religious in their promoting of critical-thinking activities. South Carolina, whose population has traditionally been homogeneous and the religious dogma overwhelmingly Christian and conservative, undertook to banish the use of guided imagery from statewide curricula. While there is a degree of solace to be taken from the bill's failure to pass the state legislature, there is, as well, a suspicion that certain forms of censorship, though never officially sanctioned, have been put into practice. (Contains 8 science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the third in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for physical development, health, and the fine arts and the benchmarks to measure progress toward each state goal for these areas; and includes the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

ED 424 611 EA 027 915

Illinois Academic Standards--For Public Review and Comment. Volume Four, State Goals 28-30. Foreign Languages, Advisory Academic Standards. Preliminary Draft.
PUB DATE- 96
NOTE- 119p.; For the draft reports on state goals for other learning areas, see EA 027 913-915.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Second Language Instruction; Second Language Learning; *State Standards; Statewide Planning
IDENTIFIERS- *Illinois

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the fourth in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for foreign languages instruction and the benchmarks to measure progress toward each state goal for these areas; presents the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

ED 424 612 EA 028 925

school culture, whereas the next section focuses on the elements for a "liberal" democratic school culture. A specific case of democratic education is reviewed in light of the elements of democracy. The paper concludes with some thoughts on the complex nature of implementing democracy in schools and the need to begin investigating the concept with greater clarity. Two tables detail the elements of liberal democracy and of community democracy. (Contains 62 references.) (RJM)

ED 424 631 EA 029 394

Hertert, Linda
The Governors Propose: State Policy and Public Education, 1998.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Educational Finance; Elementary Secondary Education; Government Role; *Government School Relationship; *Resource Allocation; *State Government; Tax Allocation
IDENTIFIERS- Budget Surplus; State Governors

In the early months of 1998 state governors delivered state of the state addresses that touched on concerns transcending state lines: taxes, infrastructure development and maintenance, crime, health, and public education. Some of these common concerns, with an emphasis on proposed K-12 public education policies, are discussed. The paper provides a brief overview of the governors' assessment of the current conditions in their states, looking at the most frequently mentioned issues nationwide and proposed gubernatorial policies for public education. Tax credits are a popular issue, and the paper examines how states will deal with income tax, property tax, senior citizens, farmers, and small businesses. The surplus dollars of many states will go to improving infrastructure, including investments in technology, roads, parks, and prisons. Crime and health are important issues that governors will need to address. The last part focuses on K-12 public education and issues surrounding basic school funding, school construction and repair, technology, early schooling, reading, social promotion, class size, school choice, teachers, and standards and accountability. (RJM)

ED 424 632 EA 029 395

Lindle, Jane Clark; Rinehart, James S.
Emerging Issues with the Predictive Applications of the GRE in Educational Administration Programs: One Doctoral Program's Experience.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; Competitive Selection; Educational Administration; Higher Education; *Predictor

church demands; doctoral programs demand an ever-increasing amount of time and energy from students. The study was based on a review of 25 students' records in the University of Kentucky's Department of Educational Administration, where less than half of the students who complete the comprehensive exam earn the Ed.D. Phenomenological strategies were used to gather information on the participants' perceptions of the students' experiences. Four themes emerged: structure, pressure, support, and authority. In all cases, there was a point in the students' lives where their narrative shifted away from expressions of satisfaction with school to dissatisfaction with the doctoral experience. The narrative shift occurred when participants entered the different world of the doctoral candidate. (Contains 50 references.) (RJM)

ED 424 651 EA 029 417

Picus, Lawrence O.
California School Finance 1998-99: More Money for Schools, but What Will It Buy?
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Educational Finance; Educational Planning; Elementary Secondary Education; *Expenditures; Financial Needs; *Resource Allocation; School Funds; *School Support; *State Aid
IDENTIFIERS- *California

A summary of proposed K-12 educational spending in California for 1998-99, comparing today's proposals with expenditure patterns of the recent past, is presented in this report. The text highlights current spending proposals and provides some background on historical spending patterns and their causes, as well as demographic information on the 5.3 million children enrolled in California's 999 public school districts. It also describes the major issues facing state policy makers as they consider school funding issues in the upcoming months. The paper focuses on how California's spending compares to other states; the state's class-size reduction program; school finance equalization; and categorical programs, which account for 30 percent of total school district revenues. The paper argues that, in the future, California legislators will need to concentrate efforts on constructing new facilities and maintaining existing ones; simplifying the existing finance system; focusing categorical programs on students and not on districts; and funneling more money to the schools. Four tables provide further information on sources of revenue for education, the ratio of staff to students by position, and other information. (RJM)

ED 424 652 EA 029 418

Livingston, Samuel A.
Results of the Pilot Test of the School Leaders' Licensure Assessment.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

schools' leadership needs and what is required to found and sustain a successful charter school. The text describes the study's context and methodology, current research, a pre-inventory, design team recommendations, and academy experience. The report concludes that charter-school leadership needs can be outlined in five core content areas: startup logistics and curriculum and assessment; leadership needs that vary according to school type; leadership needs that change radically during organizational transitions; the ability to develop a shared organizational vision and the training methods and styles used to communicate information to charter-school founders. Six appendices feature a charter-school pre-inventory application, evaluation forms, and other information. (RJM)

ED 424 672 EA 029 446

Perry, Mary
School Finance 1998-99: Budget Increase Just One Part of the Story. EdSource Report.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *Categorical Aid; *Educational Finance; Elementary Secondary Education; *Government Role; Government School Relationship; Public Schools; *Resource Allocation; State Aid; State Government
IDENTIFIERS- *California; Class Size Reduction

California's public schools received a $2.2 billion increase in revenue for the 1998-99 school year. An analysis of the overall funding for California's K-12 education in 1998-99, including what districts must do to respond to new laws, is provided. Around 82 percent of California's education dollars are controlled by state lawmakers, and the system for sharing money among school districts has become increasingly complicated. Each district receives general-purpose money based on a per-pupil revenue limit, and each district has its own revenue limit. This complexity is increased by the designation of over one-third of state funding and nearly one-half of funding increases for specific purposes. Major changes in laws that affected Average Daily Attendance accounting, the mandatory 180-day student year, special education, and social promotion all influenced the way that allocations were administered. Some of the state's existing categorical program received major funding boosts, such as class-size reduction, instructional and library materials, school facilities, child care and preschool, technology, teacher recruitment, credentialing, professional development, safety and student support services, and school-site grants. Fiscal and policy issues that still require attention include the state's teacher shortage, professional development, and teacher evaluations. (RJM)

ED 424 673 EA 029 447

Meyenn, Bob; Parker, Judith; Maher, Katie
Come Along Then the Naughty Boys: Perspectives on Boys and Discipline.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

School restructuring reforms have placed an increased emphasis on student outcomes as the primary qualitative measure of education systems. The Texas public school accountability system focuses attention on performance measured by standardized test scores (the Texas Assessment of Academic Skills test), dropout rates, and attendance rates and highlights the relatively poor performance of minority and economically disadvantaged students. Case studies of Adams Elementary, Baldwin Middle, and Chapa High School in Texas provide the opportunity to explore the responses of effective campuses with highly concentrated populations of minority and economically disadvantaged students to new performance expectations and to identify the activities and practices they have adopted. Systemic data collection in the form of interviews, observation, and document analysis show several patterns across the sites, including: (1) provision of high levels of both academic and nonacademic support for students; (2) a strong sense of teacher-parent and teacher-teacher interdependence within the system; and (3) devotion of extraordinary time and effort to students by all staff members across the board. The three campuses show dramatic improvements in some outcomes and steady growth in others, contradicting assertions that high concentrations of minority and economically disadvantaged students excuse poor performance results. (Contains 1 graph, 4 tables, and 11 references.) (MKW)

ED 424 692 EA 029 472

Schwartz, Mary K., Ed.; Axtman, Kristin M., Ed.; Freeman, Frank H., Ed.
Leadership Education: A Source Book of Courses and Programs. 7th Edition.
PUB DATE- 98
NOTE- 496p.; For companion guide to training and development tools, see EA 029 473. For 1994-95 edition, see ED 378 674.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrators; Bibliographic Records; *Course Descriptions; Course Objectives; High Schools; Higher Education; Indexes; *Leadership; *Leadership Training; *Program Descriptions

This sourcebook contains descriptions of original leadership course syllabi and programs for use by educators, student activity directors, and others designing and delivering leadership-development courses and programs. To be selected for this sourcebook, programs must focus on leadership; contain details about curriculum objectives, format, outline, learning modules, projects, activities, and evaluation; include innovative or unique content, method of delivery, or audience; and have been included in a previous edition. The descriptions are divided into five primary sections: degree programs (graduate and undergraduate), academic sources (from high school to graduate level), cocurricular programs, professional programs, and community programs. Also included are a bibliography of reading material used in the courses and programs, two essays describing the design of new campus programs, and an index for references to institutions, course topics, teaching methods, and leadership skills and styles. (JMD) as gifted yet are exhibiting difficulties in school; (2) students identified as having learning disabilities but whose exceptional abilities have never been recognized or addressed; and (3) students in general education classes who are considered unqualified for services provided for students who are gifted or who have learning disabilities. Because they assume that learning tasks will be easy for them and are not prepared for the difficulty that arises from activities in areas of their disabilities, twice-exceptional children frequently experience frustration, tension, and fear that eventually becomes defensiveness. Students often tend to be aggressive, careless, and frequently off-task. They also cause classroom disturbances and, similar to students with learning disabilities, seem deficient in tasks emphasizing memory and perceptual abilities. It is recommended that IQ and achievement tests be used to identify twice-exceptional students. In developing a curriculum, teachers are urged to individualize the learning tasks for all students so that students' gifts are developed along with compensatory methods to work around their disabilities. (Contains 21 references.) (CR)

ED 424 712   EC 306 800

Kloosterman, Valentina
Building a Bridge: A Combined Effort between Gifted and Bilingual Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Bilingual Education; Cognitive Ability; Cognitive Development; Cultural Awareness; *Cultural Differences; Cultural Pluralism; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Gifted; Interdisciplinary Approach; Language Minorities; *Minority Group Children; Student Evaluation; *Talent

This paper discusses the significant underrepresentation of linguistically and/or culturally diverse (LCD) students in gifted and talented programs due to the absence of adequate assessment procedures and programming for gifted minority students and the need for professionals in gifted and bilingual education to work together to overcome these barriers. It stresses that the absence of knowledge or misunderstanding about the culture, linguistic, and cognitive skills of LCD students results in limited educational policies, school programs, or educational services that address the unique needs of these increasing populations. Three major reasons are presented for the difficulties in assessing the interrelated factors of culture, bilingualism, and talent development: (1) variable definitions; (2) multiple components of each factor that provide different meanings; and (3) various methodologies used to study these factors. It is also argued that different philosophical, psychological, educational, and politic perspectives have influenced the conception of these factors. The need to shift from an old paradigm that focuses on the weaknesses rather than the strengths of gifted language-minority students to a new paradigm for identifying talent potential in culturally diverse populations is urged. (Contains 42 references.) (CR)

ED 424 713   EC 306 818

references.) (RS)

ED 424 590 CS 216 532

Ngeow, Karen Yeok-Hwa
School-to-Work Transition in Language Arts Classrooms: School-Based Learning Approaches and Practices. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; *Education Work Relationship; Educational Change; Elementary Secondary Education; Employment Opportunities; *Employment Potential; Entrepreneurship; Integrated Curriculum; Job Skills; *Language Arts; Program Descriptions; *Relevance (Education); School Business Relationship; *Student Educational Objectives
IDENTIFIERS- ERIC Digests

This Digest discusses School-to-Work (STW) programs, which are aimed at developing an integrated secondary school curriculum that facilitates students' transition from school to the workplace. It addresses school-based learning in STW programs, especially the practices that language arts teachers can use in classrooms to meet STW goals. The Digest then describes three categories of K-12 language arts learning approaches and exemplary practices: (1) practices that support interdisciplinary learning, or learning across the curriculum; (2) student-centered career exploration projects; and (3) entrepreneurial school projects. The Digest concludes that educators who are responsible for developing school curricula and learning outcomes need to remain abreast of educational reforms that will meet the demands of a more dynamic future workforce. (RS)

ED 424 591 CS 216 533

Singh, Manjari
Gender Issues in Children's Literature. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Reading Material Selection; *Sex Bias; *Sex Fairness; *Sex Role; *Sex Stereotypes
IDENTIFIERS- ERIC Digests

Arguing that children's books play a significant part in transmitting a society's culture to children, this Digest discusses how gender roles are portrayed in children's books. It begins by discussing how the genders are portrayed in children's literature, and then addresses the question of why gender-representation in children's literature is significant. The Digest also discusses what teachers should keep in mind while selecting children's books, and how teachers can use

Russo, Charles J., Ed.
The Yearbook of Education Law 1997.
PUB DATE- 97
NOTE- 433p.; For the 1994 edition, see ED 383 036.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; Civil Law; Collective Bargaining; *Court Litigation; Elementary Secondary Education; Employees; Higher Education; *Legal Responsibility; *School Law; School Policy; School Responsibility; Student Rights; Torts

An overview of how legal decisions involving education are handed down is provided. Organized into 10 parts, part 1, "Employees," (Ralph D. Mawdley) focuses on court actions that addressed school board compliance with district and state policies regarding dismissal, nonrenewal, demotion, and discipline. Part 2, "School Governance," (Donald F. Uerling) examines cases involving state boards, commissioners, and departments of education. Part 3, "Pupils" (William E. Camp) looks at complex issues concerning how to balance the rights of students, the interests of parents, and the duty of the schools to maintain an orderly learning environment. Part 4, "Bargaining," (Julie F. Mead) addresses cases involving collective bargaining and labor relations in elementary and secondary schools. Part 5, "Students with Disabilities," (Allan G. Osborne, Jr.) deals with legal action that involves students with disabilities including placement, discipline, state laws, and the Americans with Disabilities Act. Tort actions involving negligence and corporal punishment are addressed in part 6, "Torts," (William J. Evans, Jr.). Equality and eligibility issues in sports programs are described, in part 7, "Sports," (Linda A. Sharp) including salary cap for coaches, negligence, and contract disputes. Chapter 8, "Higher Education," (Robert M. Hendrickson) concerns jurisdiction, university hospitals, faculty employment, student discipline, and financial aid among others. Part 9, "Federal and State Legislation" (Gus Douvanis) address broad concerns, such as crime and violence prevention, funding, and school choice. Finally, part 10, "Education Related," (Paul R. Downing) covers the First, Fourteenth, and Fourth Amendments and discrimination in the workplace. (Includes a table of cases, a list of cases by jurisdiction, and an index.) (RJM)

ED 424 613 EA 029 212

Choper, Jesse H.
The Intertwined Relationship between the Religion Clauses of the Constitution and American Education.
PUB DATE- 97
NOTE- 12p.; Presentation before the President's Convocation on Academic Freedom at California State University-Sacramento (Sacramento, CA, October 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Elementary Secondary Education; Parochial Schools; *Religion; Religious Education; Religious Factors; *State Church Separation

Variables; *Schools of Education; Selective Admission; *Test Use; Test Validity
IDENTIFIERS- *Faculty Attitudes; *Graduate Record Examinations

Little information exists as to the efficacy of using the Graduate Record Examination (GRE) as a predictor of success for nontraditional students' graduate studies. Since many students in doctoral education programs are nontraditional matriculants, an investigation of the relationship between GRE scores and student success in one such program is discussed. Records of 74 doctoral students enrolled in educational administration since 1992 were obtained to examine the independent variables. A questionnaire was used to collect faculty perceptions of student scholarship (potential) as the dependent variable. The results indicated three significant predictors of student scholarship potential: grade point average, analytic score on the GRE, and number of courses taken. Not surprisingly, since faculty assign grades, students' grade point averages were significantly correlated with faculty ratings. Furthermore, GRE analytic scores were also significantly correlated with faculty ratings. There was low correlation between students' gender and their potential as rated by faculty. The findings suggest that GRE analytic scores should be given more weight as departments of leadership evaluate student applications. (Contains 25 references.) (RJM)

ED 424 633 EA 029 396

Lindle, Jane Clark
Are School Boards an Effective Means of School Governance? A Micropolitical Perspective.
PUB DATE- 98
NOTE- 4p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; Boards of Education; *Educational Administration; Elementary Secondary Education; Government Role; Participative Decision Making; *School Based Management; School Organization; *School Restructuring; *State School District Relationship
IDENTIFIERS- *Kentucky

Kentucky has witnessed many changes in educational administration. An assessment of those changes, with a focus on school boards, was done. School boards are not efficient bodies and this is not a problem. If efficiency was the top concern, then minimizing time and costs would be dominant and schools would suffer. School boards are not particularly elite or expert forums and but this is preferable since such boards are forums for public interest. Finally, school boards are regarded as democratic, but by no means are they apolitical. Boards are the middle ground between public and private interests; the focus on contracts and personnel is probably coopted by communities or educators. Micropolitics permeate school boards; the democratic process and purpose of schooling demand micropolitical outlets such as school boards. Values for democracy perpetuate micropolitics to the point that school-site management offers another outlet for micropolitics. School-site management is not only effective in the micropolitical sense, it has spawned a new definition of local control: local

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Construct Validity; Educational Administration; Elementary Secondary Education; Instructional Leadership; *Principals; *School Administration; Tables (Data); *Test Validity
IDENTIFIERS- *School Leaders Licensure Assessment

The School Leaders' Licensure Assessment (SLLA) is a 6-hour, written, constructed-response test intended for use in the licensing of principals, headmasters, and other school leaders. The pilot test was administered in 1996 to 247 students who were within six credits of completing their graduate degree programs in educational leadership. About 36 percent were from urban districts, 32 percent from suburban districts, and 32 percent from rural districts. About 66 percent of the test takers were female, 51 percent were white, 33 percent were black, and 14 percent were Hispanic, 2 percent were American Indian. The scorers of the pilot test were practicing school principals. The scoring was holistic, each scorer read the response to the question and assigned a numerical rating, and each question had a set of explicit scoring rules. The total scores of the participants ranged from 20 to 74, with a mean of 53 and a standard deviation of 11. The largest differences in the subgroups were found between the white participants and those from the minority populations. Tables and figures provide various visual representations of the findings. (RJM)

ED 424 653 EA 029 419

Parker, Laurence; Margonis, Frank
Participation as Parental Choice: Can the Marketplace Create More Democratic Institutions?
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; Blacks; *Educational Equity (Finance); Educational Vouchers; Elementary Secondary Education; Hispanic Americans; Inner City; *Low Income Groups; *Participant Satisfaction; Participation; Private Schools; Public Schools; *School Choice; *Urban Schools
IDENTIFIERS- African Americans; Latinos

Recent evidence suggests that low-income, inner-city parents favor school choice. African-American and Latino parents' preferences regarding choice were analyzed. Inner-city parents' school choices occur within a context constrained by Anglo and middle-class strategies of containment. The paper examines minority dissatisfaction with the public schools and the push for private school choice and details the environment in which these parents must choose a school and the factors that shaped this context, such as suburban parents' ability to spend more than what city parents can spend per pupil. Innercity parents' concerns over their children's schools arose from criticism of the local public school and long-term social and economic trends of the city. Choice proposals, segregationist

1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; Behavior Problems; Elementary Secondary Education; Foreign Countries; Labeling (Of Persons); *Males; Role Perception; Self Fulfilling Prophecies; *Stereotypes; *Teacher Attitudes; Teacher Education

This paper offers an analysis of the complexity of the interrelationship of boys, schooling, and the construction of identity. Boys often respond to cultural cues, and teachers' management strategies cannot be used in isolation from the larger social context in which boys are situated. Insights from literature and research should form the explanatory framework, thus serving as the discourse from which meaning is adduced. However, teachers continuously stereotype boys' behavior and unknowingly exhibit power relations in pedagogy that take the form of surveillance, normalization, exclusion, classification, distribution, totalization, and regulation. Such behavior reveals inadequacies in teacher-education programs, and it is important that teachers be given evidence of flawed pedagogies. Teachers need information on bullying and violence, and they should be taught to interrogate the debate on boys and schooling so that they can make informed decisions. All of this has implications for teacher-education programs, many of which do not adequately prepare teachers to cope with increasing diversity in schools. Such programs should be reconceptualized so that they are embedded in connectedness rather than in categorization. (RJM)

ED 424 674 EA 029 451

Moller, Jorunn
Educational Policy and School Leadership in Upper Secondary Schools: New Relationships and New Tensions.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Educational Change; *Educational Policy; Foreign Countries; High Schools; *Instructional Leadership; Principals; Professional Autonomy; School Administration; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Morale; *Teacher Supervision
IDENTIFIERS- *Norway

Decentralization has driven educational reforms in Norway since the 1970s, but this has raised questions of who should assume responsibility for education. Ways in which principals and teachers are affected by reform initiatives, such as the change of established zones of control as represented by a work-time agreement for teachers, are presented. The report highlights some problematic aspects of changed decision-making structures in schools. The study drew on qualitative data from two upper-secondary schools. Results show that the work-time agreement, which requires teachers to work 190 scheduled school hours per year, exclusive of their normal teaching hours, breaks the established practice and work culture of teachers who had enjoyed a large degree of professional autonomy. Furthermore, a

ED 424 693 EA 029 473

Schwartz, Mary K., Ed.; Axtman, Kristin M., Ed.; Freeman, Frank H., Ed.
Leadership Resources: A Guide to Training and Development Tools. 7th Edition.
PUB DATE- 98
NOTE- 436p.; For companion source book of courses and programs, see EA 029 472.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrators; Bibliographic Records; Higher Education; *Leadership; *Leadership Training; Reference Materials; Resource Materials; Secondary Education; *Theory Practice Relationship

This sourcebook is intended to serve as a forum for providing comprehensive and current information on leadership resources for use by human-resource development professionals, corporate trainers and consultants, educators, student activity directors, and others. Ten sections contain descriptions of reading material, instruments, exercises, videos and their distributors, Internet resources, organizations, and conferences related to leadership development. The resource annotations are descriptive rather than evaluative. To be selected for this edition, resources must explicitly relate to leadership theory or practice, be conceptually sound, include support materials for facilitators, and be easily available. Subject headings include general leadership; global and social issues; history and biography; diversity; organizations; teams and groups; settings of leadership (community, corporate, educational, military, political, public service, and government); leadership processes and skills; and training, education, and development. Resources in past editions are still referenced, though new resources have been added, making up about one third of the book. (JMD)

ED 424 694 EA 029 475

Elmore, Richard F.; Peterson, Penelope L.; McCarthey, Sarah J.
Restructuring in the Classroom: Teaching, Learning, and School Organization.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; Classroom Environment; Constructivism (Learning); Educational Change; Educational Philosophy; Elementary Education; *Instructional Effectiveness; *Instructional Improvement; *School Organization; *School Restructuring; Teaching Conditions

The idea that changes in school organization can improve teaching and enhance learning has heavily influenced educational reform over the past decade. With a goal of enabling teachers to promote students' construction of knowledge--so-called "constructivist" teaching--school restructuring has tended to focus on changing: (1) how schools group students; (2) how teachers relate to groups of students and to each other; and (3) how programs allocate school time in relation to class content. Detailed case studies of three elementary schools

Flynt, Samuel W.; Dyal, Allen B.; Morton, Rhonda Collins
Principals' Perceptions of Alabama's Special Education Certification-Collaborative Teacher.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Models; Postsecondary Education; *Principals; Questionnaires; *Regular and Special Education Relationship; Resource Room Programs; Surveys; *Teacher Certification; *Teacher Collaboration; Team Teaching
IDENTIFIERS- *Alabama

This paper discusses the findings of a study that examined the perceptions of 270 elementary school principals about a new Alabama certification model which abolishes categorical certification areas in special education and creates a generic "Collaborative Teacher" certification. Results indicate the most frequent special education delivery model continues to be the traditional resource room, with 69.9 percent of schools using this model. An inclusion model with collaboration and co-teaching is utilized in 28.5 percent of the schools. The mainstreaming approach, in conjunction with self-contained special education classes, is used in 43.3 percent of the schools, and 17.7 percent of the schools serve student with special needs in the regular classroom full-time. Seventy percent of respondents believe the new certification will lead to more special needs students being served in regular class settings. Finally, 82 percent of the participants believe they have not been provided with adequate information or training regarding the nature and use of teachers with this new certification. Almost all respondents stated that regular education teachers in their schools should receive inservice training on how to work effectively with teachers who have the Collaborative Teacher certification. The questionnaire used for the survey is attached. (CR)

ED 424 714 EC 306 819

Ford, Bridgie Alexis, Ed.
Compendium: Writings on Effective Practices for Culturally and Linguistically Diverse Exceptional Learners.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Disabilities; Educational Innovation; Elementary Secondary Education; *Exceptional Child Research; Gifted; High Risk Students; Hispanic Americans; Inclusive Schools; International Cooperation; *Interpersonal Competence; Intervention; Language Impairments; Language Minorities; Minority Group Children; *Parent Participation; Preschool Education; Professional Development; Speech Impairments; *Speech Language Pathology
IDENTIFIERS- Mexico

Derived from two national multicultural symposia, this compendium focuses on an array of topics that combine research and educational practices for youth from culturally and linguistically diverse backgrounds with disabilities and/or

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Independent Study; Instructional Materials; *Romanian; *Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Moldova; Peace Corps; *Romania

Designed as a brief introduction to Romanian, this beginner-level workbook includes the Romanian alphabet, phonetics, similar Romanian/English words, basic expressions, numbers, basic dialogue, and greetings. (CNP)

ED 424 734 FL 025 344

Capros, Lulia, Comp.
Limba Noastra-i o Comoara (Our Language is a Treasure).
PUB DATE- 98
NOTE- 76p.; Illustrations by Radu Eftodi.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; Folk Culture; Foreign Countries; Grammar; Idioms; Independent Study; Instructional Materials; Literature; Proverbs; Reading Instruction; *Romanian; *Second Language Instruction; Second Language Learning; Writing Instruction
IDENTIFIERS- Moldova; Peace Corps; *Romania

This manual is designed for improving understanding of colloquial Romanian in continued language learning beyond the beginning level. The first part of the manual includes four popular Moldovan fairy-tales with illustrations to help understand what is implied in the text. The second section includes local expressions, some of them with illustrations and most of them with the English translation and sample sentences. The third section presents grammar used in many rural areas of the country to better understand colloquial Romanian. The fourth section contains practice exercises based on material in the manual. The last section of the manual shares some language experiences with Romanian dialectal features by a former Peace Corps volunteer. (CNP)

ED 424 735 FL 025 345

Dimitrova, Aneta; Tomova, Christina; Tasseva, Mila
Bulgarski ezik za dobrovoltsi ot Korpusa na mira (Bulgarian Language for Peace Corps Volunteers. Bulgaria).
PUB DATE- 97
NOTE- 136p.; For related document, see FL 025 346.
LANGUAGE- Bulgarian
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bulgarian; Cultural Background; Dialogs (Language); Foreign Countries; Instructional Materials; *Second Language Instruction; Second Language Learning; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- *Bulgaria; Peace Corps

This workbook and class guide for basic-to-intermediate Bulgarian provides a communicative orientation to the language. With its emphasis on social situations and everyday language, the book includes vocabulary, dialogs, discussion topics, and cultural-historical background information about Bulgaria. (CNP)

Japanese language, the majority of which are never entered in Japanese dictionaries, and which may not be fully understood in all their nuances by native speakers. The extensiveness of the sound-symbolic system is related to the semantic under-differentiation of Japanese verbs. An introductory chapter states the problem, gives an overview of the study of sound symbolism, delineates the language corpus used, discusses linguistic varieties in Japanese, and explains terminology, transcription, and data sources used. An overview of the Japanese sound-symbolic system follows, focusing on the syntactic, prosodic, melodic, and phonological properties of mimetic forms. The third and fourth chapters look in greater detail at the sound symbolism of mimetic adverbs based on two root types. Chapter five explores some historical considerations related to the phonology of mimetic words. A final chapter discusses iconicity and linguistic structure and draws conclusions from the previous discussion. Contains 86 references. (MSE)

ED 424 757 FL 025 541

Retherford, Robert
Workshops for Adding Creative Writing to Class.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Creative Writing; English for Academic Purposes; *English (Second Language); Instructional Design; Instructional Materials; Native Speakers; Second Language Instruction; Writing Exercises; Writing Instruction; *Writing Workshops

Use of the writing workshop format to introduce creative writing in English-as-a-Second-Language (ESL) classes is discussed. The reasons for including creative writing and using the writing workshop format are outlined, and the author's experience using this format in three very different teaching situations (basic ESL writing, academic ESL, and basic communication for native English-speakers) is summarized, noting the student attitudes, use of rhetorical and thematic choice, drafting practices, and grading associated with teaching each group. Essential elements of the writing workshop are then discussed, including the nature and extent of teacher control of assignments, the variety of classroom activities, and classroom interaction. Factors to consider in adapting the workshop format to different teaching situations are examined, including selection of teaching models, course coverage, selection of language styles and organization, attention given to teaching and writing processes, use of teacher-student writing conferences, techniques such as writing buddies and peer editing, selection of writing assignments, and evaluation methods and criteria. Contains 12 references. (MSE)

ED 424 758 FL 025 542

Salies, Tania Gastao
Compound Verbs in Persian: An Euphemistic Phraseology.
PUB DATE- 98
NOTE- 11p.

Portfolios (Background Materials); Revision (Written Composition); Second Language Instruction; Student Journals; *Technical Writing; Writing Exercises; *Writing Instruction
IDENTIFIERS- Japan

A two-semester course in English composition offered in a Japanese university is described. The course is designed to transition students from minimal skills in communicative writing at program entry to a course in field-specific technical writing by exposing students to several writing genres. Key activities of the course include pre- and post-course essays, journal writing, weekly rewriting assignments, and end-of-semester portfolios. Students' perceptions of the course and its activities have been very positive. Possible concerns, responses, and future adaptations in the course are discussed, including the validity of pre- and post-course measures, classroom time organization, course scheduling and relationship to other courses, and issues of classroom technique. Contains 14 references. (MSE)

ED 424 778 FL 025 579

Bauman, John
E-Mail in the Business World: Issues for Teachers of ESP.
PUB DATE- 98
NOTE- 7p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Classroom Techniques; *Computer Mediated Communication; Course Content; Discourse Analysis; *Electronic Mail; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Second Language Instruction; Trend Analysis

Issues related to changing modes of business communication, particularly those that are computer-mediated, are discussed as they relate to the teaching of business English. Information about current practices in computer-mediated communication (CMC) drawn from the business press and research journals is summarized, focusing on that which can help a business English teacher teach realistic, up-to-date business electronic mail (e-mail) usage. Discourse features of both synchronous and asynchronous CMC are described, including register, tendency toward simplification, and the phenomenon of "flaming." Technical features of e-mail are also noted, including message format and reply capabilities. A discussion of the business norms reflected in e-mail looks at headers, informal language, abbreviation, volume of information conveyed, reply conventions, and specific notations to express emotions. Some issues in teaching e-mail communication are also noted, including the role of error correction and use of authentic e-mail as instructional material. Contains 22 references. (MSE)

ED 424 779 FL 025 580

Hayes, Tom; Cargile, Jill
Assessment Dilemmas in a Language and Cross-Cultural Training Program.
PUB DATE- 98
NOTE- 8p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan,

Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Academic Persistence; College Faculty; *College Freshmen; Community Satisfaction; Higher Education; Majors (Students); Models; *Predictor Variables; *Satisfaction; *School Holding Power; Statistical Analysis; Student Experience; Universities
IDENTIFIERS- *AIR Forum; Pennsylvania State System of Higher Education

This study used system-wide student satisfaction data from the 14-university Pennsylvania State System of Higher Education (SSHE) to develop a model for predicting student retention, to identify individual students who could be retained with appropriate intervention, and to target factors which may be useful in the intervention process. A student satisfaction survey of 5,558 students was conducted in fall 1996, and this data was linked to fall 1997 enrollment data. Although 87 percent of the freshmen interviewed in the student satisfaction survey indicated plans to reenroll in fall 1997, only 75 percent of these students did in fact persist. Cross-tabulations and chi-square tests found a strong relationship with retention on 40 of the 68 student satisfaction survey questions, and principal component analysis found that 14 of these factors accounted for 56.2 percent of the variance in reenrollment. The five most important factors included major, overall experience, campus community, faculty, and advising. Analysis of variance indicated that although there were no significant differences b between persisters and nonpersisters in regard to the first factor, significant differences were found in regard to the remaining four factors. The results are discussed in light of efforts to improve retention on SSHE campuses. The student satisfaction survey questions and a map and list of the campuses comprising the SSHE are appended. (Contains 17 references.) (MDM)

ED 424 798 HE 031 593

Boughan, Karl
New Approaches to the Analysis of Academic Outcomes: Modeling Student Performance at a Community College. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cluster Analysis; *College Students; Community Colleges; Longitudinal Studies; Models; *Outcomes of Education; *Path Analysis; School Holding Power; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *AIR Forum; Prince Georges Community College MD; Tinto Model

This study used structural modeling methodologies to analyze student outcomes at Prince George's Community College (PGCC) in Largo, Maryland. Path analysis and cluster analysis were used to analyze data on 2,643 first-time entrants to PGCC in fall 1990 over the course of 6 years. Path analysis revealed the elements necessary to protect academic freedom absent a tenure system; next, it examines whether grievance procedures adequately protect the values of academic freedom, suggesting that additional measures might be necessary to safeguard academic freedom. Sections of the paper discuss the rules and procedures used to protect academic freedom, noting that it is the institution's responsibility to define what it believes constitutes academic freedom and that members of the university community have a vital vested interest in protecting their academic freedom. The paper notes the various structural devices (contracts, evaluations, peer review) which protect academic freedom and examines how well they protect academic freedom absent a tenure system. The paper concludes that colleges and universities that do not maintain tenure systems can adopt procedures that provide legal and practical academic freedom for their faculty, but is concerned that the loss of peer review in faculty evaluation may alter some of the subtle aspects of academic freedom. (Contains 13 references.) (CH)

ED 424 817 HE 031 671

Gappa, Judith M.; Leslie, David W.
Two Faculties or One? The Conundrum of Part-Timers in a Bifurcated Work Force. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #6.
PUB DATE- 97
NOTE- 33p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjunct Faculty; *College Faculty; *Educational Quality; Employment Patterns; Employment Projections; *Faculty College Relationship; Higher Education; Labor Market; Nontenured Faculty; Part Time Employment; *Part Time Faculty; Quality of Working Life; Teacher Effectiveness; *Teacher Employment; Work Environment
IDENTIFIERS- *Dual Labor Market Theory; National Study of Postsecondary Faculty

This paper, one in a series about the priorities of the professoriate, traces the rise in the use of part-time faculty and asks whether academic employment has become a dual labor market. Data for the study was derived from the 1993 National Study of Postsecondary Faculty. The research focuses on the effects on part-time faculty and on educational quality of having different employment practices for tenure-track and part-time faculty. The study suggests ways in which colleges and universities can integrate part-timers into the professional community so as to make a commitment to high-quality education. The report examines the rising use of part-time faculty; defines the term dual labor market; discusses whether dual labor market theory fits faculty employment; compares the characteristics of part- and full-time faculty and the working conditions, asking specifically whether such working conditions constitute a dual labor market; examines the differences in employment practices (recruitment, appointments, teaching assignments, support and services, salaries, benefits, job security, and academic status) for part-time faculty and their impact on educational quality; and suggests ways to build a community of part- and full-time faculty that delivers educational quality. (Contains 13 references.) (CH)

ED 424 818 HE 031 672

ED 424 736 FL 025 346

Dimitrova, Aneta; Tomova, Christina; Tasseva, Mila
Bulgarski ezik za dobrovoltsi ot Korpusa na mira (Bulgarian Language for Peace Corps Volunteers. Bulgaria).
PUB DATE- 98
NOTE- 94p.; For related document, see FL 025 345.
LANGUAGE- Bulgarian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bulgarian; Cultural Background; Foreign Countries; Grammar; Instructional Materials; Language Skills; Listening Skills; Oral Language; *Second Language Instruction; Second Language Learning; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- *Bulgaria; Peace Corps

Designed for continued language learning beyond the intermediate level, this workbook provides practice and sets of exercises for improving speaking and listening skills in Bulgarian through class participation and discussion, and reading and writing. The book includes grammar explanations, news reports, brief biographies of prominent Bulgarians, and content areas about history and traditions. (CNP)

ED 424 737 FL 025 423

Cellini, Donald
Teaching Culture in the Elementary Foreign Language Classroom: Deciding What To Teach.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Course Content; *Cultural Awareness; *Cultural Education; Curriculum Development; Elementary Education; *FLES; *Instructional Materials; Introductory Courses; Media Selection; *Second Language Instruction; *Second Languages

The content and materials of cultural instruction in elementary school second language courses are discussed. First, the availability of such materials is examined, and a model for deciding what to teach is presented. Four factors are included in this model: students' first language proficiency and the transfer of skills to the second language; developmental stages and the appropriateness of materials for each; methods and materials for teaching culture and assessing cultural learning; and culture themes to be included in the curriculum. Literature relating to each of these factors is reviewed. In relation to selection of culture themes, several approaches to selecting content are presented. Contains 27 references. (MSE)

ED 424 738 FL 025 500

Maarof, Nooreiny
E-Mail as a Resource in Teacher Education.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Discourse Analysis; Foreign Countries; Language Patterns; Language Styles; Language Usage; *Persian; *Sociocultural Patterns; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Compound Words; *Euphemism; Politeness

An analysis of the compound verb system of Persian marks constructions euphemistically by producing an indirect order effect and by alternating different compound and simple forms that bear the same denotation but are governed by a rigorous code of ethics. What really carries the semantic reference in these cases is the process of construing polite phraseology. Data were drawn from the utterances of a native speaker of Persian over a period of 3 months. While Persian is a mechanically simple language, it has a rich cultural component that regulates its use for communication. A learner of Persian must also learn the differentiations produced by the use of compound verbs. Excerpts of the subject's speech that especially illustrate Persian euphemistic phraseology are appended. Contains 3 references. (MSE)

ED 424 759 FL 025 544

Hale, Sandra
Bilingual Encounters: Spanish-English Medical and Legal Dialogues. A Practical Resource for Educators and Students of Interpreting. Interpreting and Translation Publications Series, No. 1.
PUB DATE- 96
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Client Relationship; Dialogs (Language); English; Foreign Countries; Glossaries; Interpersonal Communication; *Interpretive Skills; Legal Problems; Medical Services; *Physician Patient Relationship; *Spanish; *Translation; *Vocabulary

Thirty-eight dialogues are presented, each illustrating a common, real-life interpreting situation involving medical and/or legal issues and terminology. Each involves both Spanish and English languages, and the situations are specific to New South Wales, Australia. They are designed to be used as a resource in teaching interpreting. The situations occur: at the offices of medical practitioners (specialists (audiologist, cardiologist, general practitioner, ear/nose/throat specialist, neurologist, oncologist, pediatrician, urologist, family planning center); in medico-legal contexts (insurance claims); in police contexts (interviews, answering charges, breath analysis, rape); and in legal contexts (legal aid, lawyer's office, courtroom, compensation claims, divorce, hearings, mediation, consumer claim, acting as a witness, giving evidence, litigation). English-Spanish and Spanish-English glossaries are provided for medical, legal, and technical vocabulary. Contains 13 references. (MSE)

ED 424 760 FL 025 546

Jordan, R. R.

November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Course Descriptions; *Cross Cultural Training; English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Information Needs; International Trade; Language Tests; Personnel Policy; Professional Education; Second Language Instruction; Standardized Tests; *Student Evaluation; Test Use
IDENTIFIERS- Japan

This paper discusses the use of standardized testing in a university-based executive training program in Japan. The program is an English language, cross-cultural, and business training program offered to Japanese and Chinese businesspersons preparing to enter the international business world. Reports on students, sent to their companies, summarize program activities, student progress, student skills and participation level, and standardized English test scores. A study was undertaken to assess: (1) how, if at all, changes in test scores reflected changes in student capabilities, (2) program stakeholders' perceptions of the practical value of the scores, and (3) dilemmas posed by use of the scores in student and program reporting and program marketing. Data were gathered from programs from 1992 through 1997 and analyzed in this context. It is concluded that while the program cannot abandon use of the test and its scores, it also cannot continue to use test data exclusively to promote the program. Additional information is being sought from sponsoring companies concerning in-house skill measurement and training, employee skill improvements they expect from program participation, information they would like included in student reports, and importance the company attaches to use of the test and its scores. (MSE)

ED 424 780 FL 025 581

Roskams, Tim
Collaborative Interaction in Networked Writing Classrooms: The Student Experience.
PUB DATE- 98
NOTE- 12p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Mediated Communication; *Computer Networks; *Cooperative Learning; *Electronic Classrooms; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Local Area Networks; Questionnaires; Second Language Instruction; Student Attitudes; *Writing Instruction
IDENTIFIERS- Asia

Issues in teaching English academic writing in a networked classroom are discussed, particularly in the Asian context. Students (n=74) in four introductory classes in English academic writing in a Hong Kong university were surveyed concerning the usefulness of the networked writing laboratory to improve writing and the usefulness of their peers' comments centrality of student attitude factors (motivation, flexibility, academic gamesmanship) on student career success, as compared to the lesser impacts of social background, college preparedness, and other factors. It also highlighted the importance of the formative early semesters in setting student trajectories. Cluster analysis identified several varieties of success-prone students, as well as four varieties of low-achievement students. The results are discussed in light of Vincent Tinto's (1993) model of retention, which posits that success-prone college entrants will be those who, during their first year of study, learn how to become students, adopt academic and institutional identities, and integrate themselves into the college community. (MDM)

ED 424 799 HE 031 594

Elkins, Susan A.; Braxton, John M.; James, Glenn W.
Tinto's Separation Stage and Its Influence on First-Semester College Student Persistence. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; Family Income; *Family Influence; Higher Education; Models; *Predictor Variables; Public Colleges; Racial Differences; *School Holding Power; *Separation Anxiety; Sex Differences; *Student Attitudes; Values
IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program; Separation (Psychology); *Tinto Model

This study examined first- to second-semester persistence of first-time, full-time college freshmen at a public four-year institution, focusing on Tinto's (1993) concept of separation. Data were collected from 689 first-time, full-time freshmen using the Cooperative Institutional Research Program 1995 Student Information Form, and from 411 students at the midpoint of the fall 1995 semester using the First Semester Collegiate Experiences Survey. Enrollment data for the spring 1996 semester were also collected for the latter group of 411 students. Path analysis indicated that female students, white students, students from higher income families, and students with higher high school academic achievement received more support for college attendance and were less likely to perceive the need to reject past attitudes and values in order to remain in college than did their peers. In turn, it was found that support and the perceived need to reject past attitudes and values positively influenced first- to second-semester persistence. The results suggest that students who successfully pass through the stage of separation are more likely to return to college for their second semester. (Contains 25 references.) (MDM)

ED 424 800 HE 031 595

Ahson, Nancy L.; Gentemann, Karen M.; Phelps, Laura
Do Stop Outs Return? A Longitudinal Study of Re-enrollment, Attrition, and Graduation. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN,

Gappa, Judith M.; MacDermid, Shelley M.
Work, Family, and the Faculty Career. New Pathways: Faculty
Career and Employment for the 21st Century Working Paper
Series, Inquiry #8.
PUB DATE- 97
NOTE- 38p.; For related documents, see HE 0031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Careers; *College Faculty; Dual Career Family;
*Faculty College Relationship; Faculty Evaluation; Faculty
Recruitment; Faculty Workload; Family Life; *Family Work
Relationship; Higher Education; Institutional Environment; Job
Satisfaction; Morale; Organizational Climate; Quality of
Working Life; Work Environment

This paper, one in a series about the priorities of the professoriate, examines work-family issues as they affect faculty recruitment, retention, and productivity. Following a brief discussion of changing work-force demographics, the first part of the paper examines the structure of an academic career, focusing particularly on junior faculty and the tenure decision. The discussion covers workloads, the career path to tenure, and the effects of decentralization. The second section looks at various campus work-family initiatives, noting that "leadership" campuses tend to share certain family-friendly cultures at dual-career couples and at how a few medical schools have restructured their standard work and career arrangements. Section 3 looks beyond academe to see what can be learned from industry and other employers. It notes that development of work-family programs typically goes through several stages of evolution. It also finds that work-family programs are effective in addressing impediments to employee effectiveness. The final section suggests practical strategies for work-family programs, noting that such programs must be comprehensive and cover all career stages, that they require institutional support and leadership, that work must be redesigned so that faculty can integrate work-family responsibilities, and that they require fundamental changes in academic culture. (Contains 42 references.) (CH)

ED 424 819 HE 031 673

Chait, Richard
Ideas in Incubation: Three Possible Modifications to Traditional
Tenure Policies. New Pathways: Faculty Career and Employment
for the 21st Century Working Paper Series, Inquiry #9.
PUB DATE- 98
NOTE- 40p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)
DESCRIPTORS- *Academic Freedom; *College Faculty; Contracts;
Educational Environment; Employment Practices; *Faculty College
Relationship; Financial Exigency; Higher Education;
Institutional Autonomy; Nontenured Faculty; Part Time Faculty;
Performance Contracts; Probationary Period; Professional
Autonomy; *Tenure; *Tenured Faculty
IDENTIFIERS- *Post Tenure Review

This essay, one in a series about the priorities of the professoriate, seeks to explore variations on standard tenure practices that might be advantageous to the interests of both

likely to be added beginning in 1999, because states will have greater latitude in combining education, training, and work for every welfare recipient counted toward work requirements. (The report contains the following: profiles of the 8 exemplary programs; a glossary of 15 key terms; contact information for the programs; 28 recommended resources, including organizations and publications; and a program nomination form and evaluation forms.) (KC)

ED 424 360 CE 077 241

Gallo, Gail; Wechowski, Chester P.
Internet Training: The Basics.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Educational Needs; *Information Sources; *Online Systems; Postsecondary Education; Secondary Education; Teaching Methods; Vocational Education Teachers; *World Wide Web
IDENTIFIERS- Web Sites

This paper outlines the basic information teachers need to know to use the World Wide Web for research and communication, using Netscape 3.04. Topics covered include the following: what is the World Wide Web?; what is a browser?; accessing the Web; moving around a web document; the Uniform Resource Locator (URL); Bookmarks; saving and printing a web page; Netscape's options preferences menu; searching the Web; and interesting places (websites of interest to vocational educators). Two appendixes contain the following: "Infoseek: How Do I Search? 'Ruby Slippers'" and Guidelines for Completing Abstracts. (KC)

ED 424 361 CE 077 242

Delta Pi Epsilon National Conference Proceedings (Louisville, Kentucky, November 19-21, 1998).
PUB DATE- 98
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Classroom Techniques; Computer Uses in Education; Educational Research; Internet; Marketing; *Office Occupations Education; Postsecondary Education; *Research Methodology; Secondary Education; Student Attitudes; Task Analysis; Teacher Education; *Teaching Methods

This document contains 46 papers presented at a conference on business education teaching and research. Representative papers include the following: "Assessment of Information Technology Needs of Business Education Teachers" (Donna H. Redmann et al.); "A Comparison of Workforce Skills: North Carolina Industry Leaders' Perceptions vs. North Carolina Marketing Education Standard Course of Study" (Stephen B. Moody et al.); "Computer Competencies Needed for Entry-Level Employment" (Cheryl Wiedmaier, Brett Owens); "Educational Preparation of the Office Professional: A Response from Professional Secretarial International Members" (Linda Wiggs, et al.); "Informed Decisions in Business: Integrating Science and

*Workplace Literacy

Project ALERT (Adult Literacy Enhanced & Redefined through Training) was a 3-year effort to develop and deploy a number of innovative approaches to delivering workplace literacy programs to business partners, including manufacturers and unions. The project designed, developed, and implemented workplace literacy programs tailored to the organizations and participants' skills and cultural backgrounds through the following methods: conducting a comprehensive analysis of jobs, employees, and organizations; collaboratively designing and developing workplace literacy programs responsive to the unique needs of the organizations, jobs, and employees such as whole language-oriented, interactive multimedia, and learner-centered classroom instruction; designing and developing a range of culturally sensitive instructional methods and materials that are both technology and nontechnology oriented; designing resource-rich classrooms that support traditional and technology-based instruction; and recruiting participants, implementing the site-specific programs, and providing for reinforcement and transfer of training to the workplace. The project conducted project evaluation and program impact research through survey forms and pre- and posttests. Dissemination activities included publications and presentations. Regular meetings were held with leaders from partner organiza[illegible]s how the program could become institutionalized, a permanent part of their ongoing employee program. The project also planned to diffuse products and services into a follow-on project and to document its work. (YLB)

ED 424 378 CE 077 288

Philippi, Jorie W.; Mikulecky, Larry; Lloyd, Paul
Project ALERT. Workplace Education. External Evaluators Reports.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 204p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Continuing Education; *Education Work Relationship; *Institutional Cooperation; Mathematical Applications; Mathematics Instruction; Multimedia Instruction; On the Job Training; *Outcomes of Education; School Business Relationship; Skill Development; Teaching Methods; *Whole Language Approach; *Workplace Literacy

This document contains four evaluations of Project ALERT (Adult Literacy Enhanced & Redefined through Training), a workplace literacy partnership of Wayne State University, the Detroit Public Schools, and several city organizations, unions, and manufacturers in the automobile industry that was formed to meet employees' job-specific basic skills application needs in manufacturing and service operations, through the development of whole language curriculum and training. The reports are "External Evaluator's Final Report" by Jorie W. Philippi and "Year Two Report, January 1997," "Report on Site Visits, March 1996," and "Formative Evaluation Report, August 1995" (Larry Mikulecky, Paul Lloyd). Extensive onsite investigations and job analysis resulted in development of customized whole language, interactive multimedia, and learner-centered training. During the 3-year project 78 courses in communications skills, mathematics, and job-specific skills were presented to 683

Professional Associations; Resource Materials; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- African Americans

This annotated bibliography lists some of the resources and materials that the 12 national business organizations constituting the Business Coalition for Education Reform (BCER) have available to assist those interested in strengthening U.S. schools through the following activities: raising academic standards for all students; ensuring that academic standards reflect the skills needed for sustaining a growing economy; and helping the public understand the critical need for world-class academic standards and the changes needed for school systems to deliver them. The resources are organized in 13 sections--one for the BCER and one for each of its member organizations, which are as follows: American Business Conference; Black Business Council; Business-Higher Education Forum; The Business Roundtable; Committee for Economic Development; The Conference Board; Council on Competitiveness; Chamber of Commerce of the United States; National Alliance of Business; National Association of Manufacturers; National Association of Women Business Owners; and U.S. Hispanic Chamber of Commerce. More than 75 available kits, print publications, and videos are listed. Each section includes some or all of the following: introduction providing a brief history of the organization, statement of its mission, and overview of its major activities; annotated listings of its available resources; and contact person. (MN)

ED 424 397   CE 077 317

Mergendoller, John R.; Michaelson, Andrew; Horan, Carolyn
What's Happening with the Marin County Class of 1990?
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Class Rank; *County School Districts; Education Work Relationship; *Educational Attainment; *Educational Attitudes; Graduate Surveys; *High School Graduates; High Schools; Higher Education; Influences; *Outcomes of Education; Questionnaires; Sex Differences; Tables (Data)
IDENTIFIERS- *California (Marin County)

In spring 1997, members of the 1990 graduating classes of 12 public and private high schools in Marin County, California, were surveyed regarding their accomplishments after high school and their perceptions of the quality of their high school education. Surveys were mailed to 1,932 members of the class of 1990. A 34.3% response rate (662 completed surveys) was achieved. By spring 1997, 62.6% of the respondents had attained a degree from a four-year college and an additional 11.8% had attended, but not completed, a four-year college. Overall, 73.1% of the respondents were working full time in fall 1996, earning a median salary of $25,200. Of those attending four-year colleges, 64.3% stated that their high school education had prepared them well or very well in reading and writing. Of the respondents, 45.7% had enrolled in a two-year or technical school at some point during their postsecondary education. Compared with respondents without a four-year college degree, college graduates worked in a wider variety of fields and were most likely to be employed in fields associated with higher earning potentials. (Fifteen tables/figures are included. Appended are a compendium of 10 tables and the survey

Andrew) synthesizes lessons about school change applicable to any school reform effort. (Individual chapters include references.) (YLB)

ED 424 414 CE 077 388

Dean, Gary J.; Murk, Peter J.
Progress Town Analysis--An Application of the Process Model for Experiential Learning in Adult Education.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; *Community Development; *Educational Needs; *Experiential Learning; Models; *Needs Assessment; Process Education; Program Development

The Process Model of Experiential Learning, expanded from Dean (1993), is based on stages adapted from Pfeiffer and Jones (1983) and assumes a group of learners working together under the guidance of a group leader or facilitator. The model consists of seven stages, each composed of four different functions: leader's role regarding the content of the learning activity; leader's role regarding the process of conducting the activity; leadership role of the participants; and learners' roles and levels of involvement in the activity. In the planning stage, the leader assesses learners' readiness to participate in the experiential learning and identifies desired outcomes and methods. The leader creates a climate for involvement by identifying the relevance of the content, process, and anticipated outcomes and introduces the activity in which participants engage. During internalization, learners are actively engaged in the learning experience; the leader's role is facilitative. During reflection, the leader encourages discussion and support; learners strive to derive meaning from the experience. During generalization, the leader helps learners develop connections between the learning activity and their work. In applications, the leader provides guidance for learners to transfer learning; learners apply their new knowledge on the job and in their communities. During follow-up, the leader assesses learners' abilities to apply new learning. (An activity is provided in which participants use the model to develop a community needs assessment procedure. The model is appended.) (YLB)

ED 424 415 CE 077 389

Harvey, Lee; Geall, Vicki; Moon, Sue; Aston, Jane; Bowes, Lindsey; Blackwell, Alison
Work Experience: Expanding Opportunities for Undergraduates.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; *Educational Opportunities; Educational Policy;

learning acquired by military personnel for conversion to academic credit in degree work at colleges and universities. This volume contains recommendations for formal courses offered by the Air Force, the Coast Guard, the Marine Corps, and the Department of Defense in 1990 and later years. Twenty sections provide the following information: (1) how to find and use course exhibits; (2) sample Coast Guard Rating exhibit; (3) how to find and use Coast Guard occupation exhibits; (4) sample Coast Guard rating exhibit; (5) how to find and use Coast Guard warrant officer exhibits; (6) sample Coast Guard warrant officer exhibit; (7) how to find and use Marine Corps MOS (military occupational specialties) exhibits; (8) sample Marine Corps enlisted MOS exhibit; (9) questions and answers; (10) awarding credit for extrainstitutional learning; (11) transfer and award of credit; (12) elements of a model policy on awarding credit for extrainstitutional learning; (13) Air Force course exhibits; (14) Coast Guard course exhibits; (15) Department of Defense course exhibits; (16) Marine Corps course exhibits; (17) Coast Guard aviator exhibits; (18) Coast Guard enlisted ratings exhibits; (19) Coast Guard warrant officer exhibits; and (20) Marine Corps enlisted MOS exhibits. Each course exhibit includes some or all of the following: course number, title, location, length, dates, learning outcomes, instruction, occupational group, description, career pattern, related occupations, and credit recommendation. The guide also contains eight appendixes: the evaluation systems, sample military records, occupation title index, keyword index, course number index, request for course recommendation, and request for Coast Guard rating and warrant officer exhibits, and request for Marine Corps MOS exhibits. (KC)

ED 424 431 CE 077 413

Massachusetts Workplace Literacy Consortium. NWLP Wave 6. Annual Performance Report, June 12, 1996-June 12, 1997.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 136p.; For a related evaluation report, see CE 077 414.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Consortia; Educational Objectives; *Partnerships in Education; State Programs; *Workplace Literacy
IDENTIFIERS- *Massachusetts

This performance report, presented in chart form, outlines progress on five goals of the Massachusetts Workplace Literacy Consortium. Under each goal are a number of objectives, and for each objective the chart describes activities, accomplishments, responsible party, and time frame. Goals are as follows: (1) "Enhance the Productivity and Quality of Services at 27 Massachusetts Businesses by Improving the Literacy Skills of Over 1,200 Employees Annually"; (2) "Build the Capacities of Individual Partnerships To Implement Responsive Workplace Programs Using a Consortium Support Model"; (3) "Promote the Institutionalization of Workplace Literacy Programs at the 27 Businesses"; (4) "Strengthen the Consortium Effort through Independent External Evaluation of the Consortium and Individual Partnerships"; and (5) "Produce and Disseminate Information on Exemplary Workplace Partnerships, Delivery Models, Curricula, and Industry-specific Materials." (SK)

ED 424 432 CE 077 414

education. (An annotated bibliography contains 20 references.) (MN)

ED 424 452 CE 077 461

Effective Training Skills. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 25p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 462-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Behavioral Objectives; *Cognitive Style; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; *Teacher Education; Teaching Methods; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on effective training skills for hourly textile employees has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and the chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach instructors how to teach adults and how adults learn. Objectives include the following: recognize adult learning styles and common forms of resistance to learning; explain the difference between production goals and effective instruction; apply task analysis skill to job; write measurable training objectives; develop a performance checklist to monitor trainee progress; implement a four-step method of instruction; use questions effectively; and develop training aids. (YLB)

ED 424 453 CE 077 462

Introduction to Textiles for Team Building. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 31p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry

Patterns for Success: Completing Workplace Forms (P7). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 26p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; *Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Technical Writing; *Workplace Literacy; *Writing Skills
IDENTIFIERS- *Textile Industry

This curriculum package on completing workplace forms is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in completing workplace forms for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to teach learners to read, understand, and complete occupation-specific forms. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 469 CE 077 478

Reading Workplace Maps (P8). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 19p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Blueprints; Carpeting; Curriculum Guides; Diagrams;

AIDS Bereavement" (P. B. Goldblum, S. Erickson); (13) "Personality Disorders and HIV Disease: The Borderline Client" (M. K. Nelson; R. L. Klinger); (14) "The Diagnosis and Management of HIV-Related Organic Mental Disorders" (W. G. Van Gorp, J. W. Dilley, S. L. Buckingham); (15) "Addressing Substance Abuse in Clients with Psychiatric Disorders and HIV Disease" (J. E. Zweben). Part 4, "Therapeutic Practice and Countertransference: Personal Challenges for Therapists," includes: (16) "Present in the Balance of Time: The Therapist's Challenge" (J. D. Benson, J. Brookman); (17) "Multiple Loss and the Grief of Therapists Working with HIV" (B. E. Davis, D. W. Cramer); (18) "Making Difficult Decisions" (E. Glassgold, J. W. Dilley). Personal reflections are provided by M. Helquist with a prologue "Living with Therapy." In an epilogue, "The Psychotherapist and HIV Disease," J. W. Dilley outlines evolution in the role of the therapist. (EMK)

ED 424 487   CG 028 758

Stahmann, Robert F.; Hiebert, William J.
Premarital and Remarital Counseling: The Professional's Handbook.
PUB DATE- 97
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Techniques; Group Counseling; Marital Satisfaction; Marriage; *Marriage Counseling; *Remarriage
IDENTIFIERS- *Premarital Communication; *Premarital Counseling

Counselors working with couples who are planning to marry come from a broad array of interdisciplinary backgrounds. The largest portion of this type of counseling is currently provided by clergy. This one volume handbook and training manual for professionals presents a coherent approach for the practice of counseling prior to marriage that draws on a broad background of research and theory and intense practical experience. In Part 1, "Foundations," two topics are addressed: (1) "Developments in Premarital and Remarital Counseling," which offers some historical background on current thought in marriage and family counseling; (2) "Why Marry in the First Place and Why Marry Again," which deals with illusions, myths, motivations, the dimensions of marriage, and bonding. Part 2, "The Counseling Process," develops a model for premarital counseling. It focuses on the couple counseling approach and deals with structural and administrative issues. Topics are: (3) "Foundations and Goals of Premarital and Remarital Counseling"; (4) "Conjoint Counseling and the Dynamic Relationship History"; (5) "Exploring the Family of Origin and Previous Relationships"; (6) "Premarital and Remarital Counseling Inventories." Part 3, "Special Topics," considers: (7) "Remarriage and Step-parenting"; (8) "Group Counseling"; (9) "Communication, Values, Decision Making, and Finances"; (10) "Intimacy and Sexuality"; and (11) "Special Situations." (EMK)

ED 424 488   CG 028 759

Bean, Barbara; Bennett, Shari
The Me Nobody Knows: A Guide for Teen Survivors.
PUB DATE- 93
NOTE- 155p.

job applications, and a cover letter. There are units on interviewing and job skills. Occupations are indexed alphabetically and listed in clusters for easy reference. (EMK)

ED 424 508 CG 028 789

Micucci, Joseph A.
The Adolescent in Family Therapy: Breaking the Cycle of Conflict and Control. Guilford Family Therapy Series.
PUB DATE- 98
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; *Family Counseling; Parent Child Relationship; *Psychotherapy; Therapy

Presenting a developmentally grounded approach to treating a wide range of adolescent problems, this book shows how troubled teenagers and their parents can be helped to use family relationships as catalysts for growth and change. Case examples, practical discussions of the process of assessment and therapy, and straightforward clinical advice are provided. Introductory chapters illuminate the ways that families preoccupied with "the problem" of a symptomatic adolescent often neglect important aspects of their relationships and grow increasingly isolated, enabling conflict to persist and escalate. The therapist is encouraged to break the symptomatic cycle by encouraging change in the ways in which each family member sees and responds to the others. Key developmental tasks of early, middle, and late adolescence are delineated; stereotypes are defused. Specific family intervention strategies are presented for eating disorders, depression and suicide, violence, delinquency and defiant behavior, underachievement and school-related problems, stress caused by psychotic symptoms, problems of "leaving home," and other frequently encountered conditions. Each chapter focuses on a specific presenting problem, enumerates basic treatment principles, and addresses potential pitfalls and complications in therapy. Attention is also given to working with schools and the special challenges of treating multiproblem, low-income families. (Author/EMK)

ED 424 509 CG 028 790

Nisivoccia, Joseph D.
Transformational Leadership: My Journey to Becoming an Effective Leader.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Change Strategies; Cooperation; Elementary Secondary Education; *Leadership; Leadership Training
IDENTIFIERS- *Transactional Leadership; *Transformational Leadership

Where power was once the key element to effective leadership, it is now believed that vision, commitment, communication, and shared decision making are the cornerstones of effective leadership. A more collaborative model of leadership is

Youn, Gahyun
Attitudes toward Women in Adolescent Korean Sample.
SPONS. AGENCY- World Health Organization, Geneva (Switzerland).
PUB DATE- 98
NOTE- 18p.; Paper presented at the Korean Psychological Association (Seoul, Korea, October, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Attitudes; Employed Women; *Females; Feminism; Foreign Countries; High Schools; *Korean Culture; Males; *Sex Bias; *Sex Role
IDENTIFIERS- *Koreans

Since the 1960s Korean society has been influenced by a variety of Western cultures, resulting in considerable changes in the roles assumed by women, especially related to their increasing employment. However, less than 3% of all managers or administrators are women. The Attitudes Toward Women scale and questionnaires concerning other gender-related variables (e.g., smoking, drinking, dating, sex) were administered to 833 adolescent Koreans (420 males and 413 females) who ranged in age from 15 to 23 years. The sex variable was found to be the dominant explanatory variable for the attitudes toward women. Results suggest that male Korean adolescents in the 1990s still hold very traditional views concerning the rights and roles of women. (EMK)

ED 424 531 CG 028 841

Keeping Children Drug Free: Using Family-Centered Approaches. Parent and Community Guide. Prevention Enhancement Protocols System (PEPS) Series.
PUB DATE- 98
NOTE- 12p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-815 and CG 028 842-843.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; Family Needs; Family Problems; *Family Programs; Mental Health; *Parent Child Relationship; Parenting Skills; *Prevention; Program Development; Resilience (Personality); Social Support Groups; *Substance Abuse; Therapy
IDENTIFIERS- Prevention Enhancement Protocols System

This paper and community guide is based on the recommendations of a panel of nongovernmental experts who systematically reviewed the current research on the family's role in reducing substance abuse among youth. This booklet answers questions such as: (1) "Why focus on families?"; (2) "How big is the problem? What are the facts?"; (3) "What puts children at risk for substance abuse?"; (5) "What protects children from substance abuse?"; (6) "How do we know what works?" It provides lists of "What you can do!" for parents and community members. The recommendations are intended to enhance local efforts to reduce substance abuse by minors. (EMK)

ED 424 532 CG 028 842

Preventing Substance Abuse among Children and Adolescents: Family-Centered Approaches. Practitioner's Guide. Prevention

Business Education for the Next Millennium" (Randy L. Joyner, Jon E. Pedersen); "Job Task-Analysis Approaches for Microcomputer Application Curriculum Development" (Judith J. Lambrecht, Li-Huei Sheng); "Students' Attitudes toward Work Groups in the Classroom" (Marilyn R. Chalupa et al.); "Workforce Preparedness of Business/Office Education Graduates" (Beryl C. McEwen); "An Innovative Approach to Business and Marketing Teacher Education" (Mary M. Crisp, Jacqueline M. Schliefer); "Instructional Strategies: The Applied Research Series Reflecting Best Practices in Business Education" (Marcia A. Anderson); and "The Web: Finding Nuggets in the Sand" (Connie J. Casebolt). (KC)

ED 424 362 CE 077 244

Larson, Elizabeth Hunt
Arizona's School to Work System. Site Visit Reports (1997-98).
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 98
NOTE- 102p.; For the 1996-97 report, see ED 419 933.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demonstration Programs; *Education Work Relationship; Elementary Secondary Education; Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; State Programs; Vocational Education
IDENTIFIERS- *Arizona

This report provides an update on Arizona's 10 regional partnerships under a school-to-work (STW) implementation grant from the U.S. Departments of Labor and Education. The report profiles the status of each of the 10 regional STW partnerships as of the midpoint of the state's third year (1997-98) of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the partnership's setting and status in relation to the state's six STW system goals. Evaluator impressions of the partnership's assets and challenges are included. Profiles are based primarily on information obtained during a site visit to each partnership conducted from February-April 1998. Information included in the reports was derived from interviews, observations, and written documentation provided by each partnership and enrollment data obtained from the Arizona Department of Education. An appendix to the report contains excerpts from the national "Progress Measures" instrument describing various levels of STW activities according to students' grade levels. (KC)

ED 424 363 CE 077 245

Jurmo, Paul
Integrating Adult Basic Education with Workforce Development and Workplace Change: How National-Level Policy Makers Can Help.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Adult Programs; Education Work Relationship; Educational Needs; *Job Training; *Labor Force Development; *Organizational

employees. Philippi's evaluation using a modified Context-Input-Process-Product (CIPP) model found that there was a good deal of consensus about program goals among the partners and the participants, with the only area of divergence being that some participants expected to acquire a broader range of skills than the courses addressed. The curriculum materials were determined to be very good, especially the multimedia CD-ROMs, although not as many workplace examples were used as intended. Deadlines for the project were met, and participants mastered course work. Although employees and supervisors reported transfer of training and improvement in work productivity, not enough data were collected to determine the validity of these reported outcomes. (KC)

ED 424 379 CE 077 289

Brandenburg, Dale C.
Impact Research Report and Site Summaries for Project ALERT. Workplace Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 85p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Communication Skills; Continuing Education; *Education Work Relationship; *Institutional Cooperation; Mathematical Applications; Mathematics Instruction; Multimedia Instruction; On the Job Training; *Outcomes of Education; Skill Development; Statistics; Teaching Methods; Whole Language Approach; *Workplace Literacy

In order to evaluate the Project ALERT (Adult Literacy Enhanced & Redefined through Training) Workplace Literacy Project, data were collected to gauge the impact of the program on individual participants, the organizations in which they were employed, and to provide the use of whole language and multimedia techniques in workplace literacy programs. In addition, case studies of the implementation of the program were developed on a site-by-site basis. Data collection were collected through participant surveys, customized pretests, and the Test of Adult Basic Education as a posttest. Evaluation showed that the project served 683 participants, typically African-American male U.S. citizens with a high school diploma whose first language is English. Most participants showed significant improvements in skills after taking the course, and most used skills at least to some extent 6 months after taking the courses. Courses included the following: math, communications, apprentice preparation, interpersonal communication, statistical process control, commercial driver license, technology for the workplace, effective communication, and numbers at work. (Site-specific results are reported for the following: Chrysler Corporation, City Management Corporation, and Davis Tool & Engineering. The report contains outcome data tables, participant comments, survey forms, and interview schedules.) (KC)

ED 424 380 CE 077 290

Brandenburg, Dale C.; Sinclair, Irene
Implementation of Workplace Education Programs. Workplace Education. Based on Work Completed during Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

instrument.) (MN)

ED 424 398 CE 077 319

McCormick, Alexander C.; Alt, Martha Naomi; Geis, Sonya
The View from Higher Education: Public Universities Respond to Educational Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Associate Degrees; *Educational Attitudes; *Educational Change; *Educational Policy; Evaluation Methods; Higher Education; Integrated Curriculum; Interdisciplinary Approach; National Surveys; Noncollege Bound Students; *Public Colleges; Secondary Education; Student Evaluation; Tech Prep; *Vocational Education

Public universities' attitudes toward recent educational reforms affecting vocational education were examined through structured telephone interviews of personnel at state higher education agencies or coordinating boards and in the admissions offices of public flagship institutions in 48 states (Colorado and Nevada did not participate). Special attention was paid to attitudes toward the following reforms: unconventional transcripts; courses integrating academic and vocational content; interdisciplinary courses; tech prep; and applied associates degrees. Many large public universities appeared to be making sincere efforts to accommodate reform; however, those efforts largely took the form of minimal accommodation rather than innovation and adaptation. Some resistance or refusal to accommodate reform was found. The curriculum reforms examined were frequently seen at only 4 flagship institutions. In 35 states' flagship institutions, policies were in place to handle instances of the curriculum reforms, and in 12 states, the reforms were the subject of a current policy review. Unconventional transcripts have generated the least policy action and competency-based reforms have generated the most. (The report contains 25 references. Appended are explanations of the following: organization of the interviews; selection of institutions; identification of respondents; data coding and checking; and problems encountered and potential sources of error.) (MN)

ED 424 399 CE 077 322

Stitt-Gohdes, Wanda
American Vocational Education Research Association Proceedings, Annual Convention (Las Vegas, Nevada, December 11-14, 1997).
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; Administrator Attitudes; Adolescents; Agricultural Education; Allied Health Occupations Education; Apprenticeships; Biotechnology; Career Choice; Community Colleges; Consumer Education; Consumer Science; Dental Assistants; Distance Education; *Education Work Relationship; *Educational Practices; Educational Research; Employment Patterns; Family

*Educational Practices; Employment Practices; *Experiential Learning; Foreign Countries; Higher Education; Part Time Employment; *Undergraduate Students; Vocational Education; *Work Experience Programs
IDENTIFIERS- *United Kingdom

In view of the increasing emphasis on work experience in higher education (HE), a research project was undertaken to identify and compare current practices in the area of work-based learning in undergraduate programs. The study, which focused primarily on work experience in the United Kingdom, involved a literature review and site visits and telephone interview during which input was obtained from representatives of the following: HE institutions, student employment bureaus, training and enterprise councils, employer organizations, work experience brokers, student associations, and national voluntary agencies. Special attention was paid to the following topics: learning and work experience; embedded work experience; project-linked work experience; and term-time, part-time, and vacation work. It was discovered that, despite the important benefits of work experience to employers, students, and HE academic staff, expansion of such programs is being impeded by three categories of barriers: lack of resources, organization barriers, and discrepancies between supply and demand. Specific actions that employers, students, HE staff, HE institutions, broker agencies, and the government can take to overcome barriers were identified. (The report contains 87 references. Appended are discussions of varieties of work experience and the organizational approach and work experience and a list of contributors.) (MN)

ED 424 416 CE 077 390

Ohio Students Speak Out on Equity Issues. Ohio Vocational Sex Equity.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Educational Needs; Employed Women; Employment Level; *Equal Education; Equal Opportunities (Jobs); Expectation; *High School Students; High Schools; Mothers; Needs Assessment; Nontraditional Occupations; Salary Wage Differentials; *Sex Differences; Sex Discrimination; *Sex Fairness; State Surveys; *Student Attitudes; Student Surveys; *Vocational Education
IDENTIFIERS- *Ohio; Self Sufficiency

During fiscal year 1998, 7 of Ohio's 12 school-to-work regions conducted a needs assessment on equity issues within their regions. The survey instruments were completed by 6,173 students in grades 9-12 (3,316 girls and 2,857 boys). The survey focused on the economics of gender and work, nontraditional careers, and gender and career choices. Only 39% of respondents thought that women must work because of economic need, and only 56% expected to work at a paying job most of their lives. When asked whether jobs traditionally held by men pay better than those traditionally held by women, 41% answered affirmatively, 24% were unsure, and 35% disagreed. Although 59% of respondents were interested in learning about nontraditional careers, 44% still believed that certain jobs are best done by members of one gender. Only about half the respondents would

Sperazi, Laura; DePascale, Charles A.
Evaluation Report for the Massachusetts Workplace Literacy Consortium. National Workplace Literacy Program Wave 6, Year 3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 66p.; For a related report, see CE 077 413.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Consortia; *Partnerships in Education; Program Effectiveness; Program Evaluation; State Programs; *Teamwork; *Workplace Literacy
IDENTIFIERS- *Massachusetts; Quality Indicators

The Massachusetts Workplace Literacy Consortium sought to upgrade work-related literacy skills at 22 partner sites in the state. Members included manufacturers, health care organizations, educational institutions, and labor unions. In its third year, the consortium served 1,179 workers with classes in English for speakers of other languages, adult secondary education/General Educational Development, and adult basic education. Findings of an evaluation of the third year included the following: (1) consortium members felt the Planning and Evaluation Team (PET) model provided many benefits, such as cost effectiveness, resource sharing, and communication; (2) confusion over roles of the state department of education and program coordinators hindered the first 2 years; (3) PET was considered critical to program success because it kept stakeholders informed, enabled open discussion, and promoted stakeholder buy-in; (4) obstacles to student participation in PET were difficulties with English, program completion, and a rotation plan that contributed to high turnover; (5) underrepresentation of important stakeholders was a serious threat to PET; and (6) PET was considered helpful but not sufficient to ensure that the program was institutionalized at all sites. (Appendices contain the following: program standards and quality indicators; evaluation interview questions; list of PET site visits; PET participation chart; and PET survey and meeting observation forms.) (SK)

ED 424 433 CE 077 415

Introduction to Medical Terminology for Claretian Medical Center Worker Education Program of Northeastern Illinois University's Chicago Teachers' Center in Partnership with the Union of Needletrades, Industrial, Textile Employers (UNITE).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Anatomy; *Health Personnel; Hospitals; *Medical Vocabulary; Metric System; Workplace Literacy

This manual consists of glossaries and descriptions of medical terminology for use in a workplace literacy program for hospital workers. The sections are as follows: hospital patient care areas; hospital departments; medical specialists; word elements (root, prefix, suffix, combining vowel, compound word); surgical procedures; diseases and conditions; colors;

partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; *Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; Team Training; *Teamwork; *Textiles Instruction; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on introduction to textiles for team building for all associates has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to analyze the teamwork involved in the textile process. Objectives include the following: define teamwork; describe the textile manufacturing process; and describe the associate's role as a team member in the textile process. (YLB)

ED 424 454 CE 077 463

The Machinery of Management: Communication I (MM1). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 67p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Communication Skills; Curriculum Guides; Employer Employee Relationship; Instructional Materials; *Interpersonal Communication; *Interpersonal Competence; Job Skills; Job Training; Learning Activities; Learning Modules; Listening Skills; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; *Verbal Communication; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on communications, the machinery of management for new hires, has been developed by the Workforce 2000 Partnership, a network of industries and educational

*Education Work Relationship; Fashion Industry; Illustrations; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Map Skills; *Maps; Networks; Partnerships in Education; *Reading Skills; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on reading workplace maps is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in reading workplace maps for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to teach learners to read and interpret work-related maps, schematic diagrams, pictorial drawings, illustrations, and blueprints. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 470 CE 077 479

Patterns for Success: Workplace Vocabulary (P9). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 23p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; Partnerships in Education; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Vocabulary; *Vocabulary Development; *Vocabulary Skills; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on workplace vocabulary is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in workplace vocabulary for new

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Abuse; *Counseling; Group Counseling; Individual Development; *Sexual Abuse; *Victims of Crime
IDENTIFIERS- *Healing; *Survivors

Written specifically for teens who have been abused, this volume helps to clarify experiences and indicates appropriate actions. It provides written, visual, and relaxation exercises that teens can use individually along with therapy or group counseling. Part 1, "The Beginning," includes: (1) "Self, Safety, and Support"; (2) "Effects of Being Sexually Abused"; (3) "From Ages 12 to 21"; (4) "From the Cosbys to the Bundys (and Everything in Between)"; (5) "Growing up in a Dysfunctional Family"; (6) "Sexual Abuse in the Family"; (7) "Sexual Abuse by Someone Outside the Family"; (8) "About Abusers"; (9) "Sexuality and Sexual Abuse." Topics in Part 2, "Healing," include: (10) "From Surviving to Thriving"; (11) "Remembering and Sharing the Story of Your Abuse"; (12) "To Tell or Not To Tell: Breaking the Silence about Sexual Abuse"; (13) "Developing Self-Esteem"; (14) "Developing Healthy Relationships"; (15) "Confronting Your Offender"; (16) "Should I Forgive?" (17) "Having Fun"; (18) "Different Therapies"; (19) "For Your Parents." A list of hotlines and information telephone numbers is appended as well as recommended readings for teens and for parents. (EMK)

ED 424 489   CG 028 764

Pope, Kenneth S.; Vasquez, Melba J. T.
Ethics in Psychotherapy and Counseling: A Practical Guide. Second Edition.
PUB DATE- 98
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; Counselor Client Relationship; *Counselors; *Ethics; Helping Relationship; *Psychotherapy

Although they may be reflected in professional guidelines, formal standards, or law, ethics are not static codes. They are an active process by which the individual therapist or counselor struggles with the sometimes bewildering, always unique constellation of questions, responsibilities, contexts, and competing demands of helping another person. This book serves as a guide to ethics in counseling. Contents are: (1) "Helping without Hurting: Enhancing Ethical Awareness"; (2) "Ethical and Legal Codes and Complaints: Historical, Actuarial, and Empirical Foundations"; (3) "Trust, Power, and Caring"; (4) "Common Misperceptions that Interfere with Ethical Practice"; (5) "The Human Therapist"; (6) "Asking Questions: A Case Study in Questioning Claims from the Recovered Memory Controversy"; (7) "Beginnings and Endings, Absences and Accessibility"; (8) "Informed Consent and Informed Refusal"; (9) "Assessment, Testing, and Diagnosis"; (10) "Sexual Relationships with Clients"; (11) "Nonsexual Multiple Relationships"; (12) "Cultural, Contextual, and Individual Differences"; (13)

evolving. This paper reviews the development of transformational leadership and contrasts it against transactional leadership. Several important contributions to the literature of leadership are reviewed. Following an introduction, the sections included are: (1) "Transactional Leadership"; (2) "A New Leadership Paradigm"; and (3) "A Developed Understanding of Effective Leadership." (EMK)

ED 424 510 CG 028 796

Klaus, Hanna
The International Teen STAR Program.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; College Students; Foreign Countries; Higher Education; *Individual Development; Interpersonal Relationship; Mate Selection; Secondary Education; *Sex Education; *Sexuality; Values; Young Adults
IDENTIFIERS- *Abstinence; Developmentally Appropriate Programs

The program "Teen STAR (Sexuality Teaching in the context of Adult Responsibility)" begins by helping young people understand the woman's cyclic and the man's constant fertility in order to encourage pre-marital abstinence in adolescents. Students then discover the values of fertility and begin to derive the norms that govern possessing it. Developmentally appropriate curricula are available for junior high, senior high, teen parents, and university level students. Results from the program are presented for the United States, Canada, Chili, and Poland. When the power to procreate is given a high value rather than a negative value, different behavioral outcomes are encountered among sexually active females. It was found that teaching teenage women and, later, men to understand and value their body's fertility within a comprehensive program of sexuality education facilitated maturation. (EMK)

ED 424 511 CG 028 797

Pinar, William F., Ed.
Queer Theory in Education. Studies in Curriculum Theory Series.
PUB DATE- 98
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; Education; *Educational Change; Educational Environment; Educational Philosophy; *Educational Practices; Educational Theories; Higher Education; *Homophobia; *Homosexuality; Sex Stereotypes; Sexual Identity; Social Change

This collection of papers discusses homophobia in the field of education and challenges established practices and theories. Chapters are: (1) "Constructing Knowledge: Educational Research and Gay and Lesbian Studies" (W. G. Tierney, P. Dilley); (2) "A Generational and Theoretical Analysis of Culture and Male (Homo)sexuality" (J. T. Sears); (3) "Who Am I? Gay Identity and a Democratic Politics of the Self" (D. Carlson); (4) "Remember When All the Cars Were Fords and All the Lesbians Were Women? Some Notes on Identity, Mobility, and Capital" (E. Meiners); (5) "Queering/Querying Pedagogy? Or, Pedagogy Is a Pretty Queer Thing" (S. Luhmann); (6) "Queer Texts and Performativity: Zora,

Enhancement Protocols System (PEPS) Series.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 98
NOTE- 86p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 814-815 and CG 028 841-843. 028 841-843.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Family Needs; Family Problems; *Family Programs; Mental Health; *Parent Child Relationship; Parenting Skills; *Prevention; Program Development; Resilience (Personality); Social Support Groups; *Substance Abuse; *Therapy
IDENTIFIERS- Prevention Enhancement Protocols System

This guideline summarizes state-of-the-art approaches and interventions designed to strengthen the role of families in substance abuse prevention. Topics discussed are: (1) "Why Use Family-Centered Approaches? Aren't Our School and Community Efforts Sufficient?"; (2) "How Big a Problem Is Substance Abuse Among Youth?"; (3) "What Puts Children and Adolescents at Risk for Substance Abuse?"; (4) "Family-Centered Approaches to Prevention of Substance Abuse - What Works," which presents three major approaches; (5) "General Recommendations on Family-Centered Approaches"; and (6) "Program Development and Delivery of Family-Centered Approaches," which covers program development and planning issues. "An Afterword: Emerging Areas of Research and Practice" includes discussion of the constructs "Resilience" and "Family Support." Appendixes are: "Criteria for Establishing Levels of Evidence of Effectiveness," "Abbreviations and Glossary of Terms Used in Family-Centered Approaches to Substance Abuse Prevention," and "Resource Guide." Ideas and data in this guide were organized by means of the Prevention Enhancement Protocols System (PEPS), a systematic process for evaluating evidence from prevention research and practice, then developing recommendations for practice. (EMK)

ED 424 533 CG 028 843

Reducing Tobacco Use among Youth: Community-Based Approaches. A Guideline for Prevention Practitioners. Prevention Enhancement Protocols System (PEPS) Series.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 97
NOTE- 63p.; For other volumes in the "Prevention Enhancement Protocols System" series, see CG 028 813-815 and CG 028 841-842.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Problems; *Community Programs; Health Education; *Prevention; Program Development; Program Implementation; *Smoking; *Substance Abuse; *Tobacco; Youth Problems

Professional Development

Ethics education is an important area for counselors-in-training as well as practicing counselors. Particularly difficult for counselor trainees are the gray areas of ethics where the relationships between ethics, the law, and the counseling process are not clear. Practicing counselors may feel isolated when they need a reality check or immediate feedback regarding an ethics issue. Some ethics violations are easily recognizable whereas others are more subtle or may be clouded by the emotions of the counselor or client. Ongoing training in ethics is required in some locations for recertification. A panel format is described with the sharing of professional attitudes at its center. The use of ethics panels with experienced counselors who work in various settings provides new and experienced counselors with an opportunity to examine ethical decision-making processes of other practitioners. Gray areas of ethical concern are more evident in interactive panel formats. Addressing ethical issues from the multi-disciplinary perspectives of several practitioners provides counselors with a rich training experience. Contains 14 references. (Author/EMK)

ED 424 552   CG 028 894

Kim, Sue H.; Birk, Janice M.
Influence of Trainee Attachment on Counselor Supervision.
PUB DATE- 98
NOTE- 6p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Counselor Training; Counselors; Graduate Students; Higher Education; *Practicum Supervision; Student Development

Attachment theory offers a useful framework for the study of human behavior in relationships. It has been suggested that applying attachment theory to the study of supervision may increase understanding of both the trainee's and supervisor's experience of supervision. Reviews of empirical work done in the field of supervision point consistently to the need for more information on the supervisory relationship and trainee individual characteristics. This study examines the effect of trainee attachment on supervisory variables; specifically, the main goal of this exploratory study is to investigate the influence of trainee attachment on trainee satisfaction with supervision, perceptions of the supervisory relationship, and perceptions of supervisory style. Graduate students providing individual counseling or psychotherapy and receiving individual supervision were surveyed. Descriptive statistics are provided for the sample (N=233 surveys). Procedures and measures of attachment, supervisory satisfaction, supervisory style, social desirability, and supervisory working alliance are described. Results and conclusions are presented. As the first empirical test of attachment theory's ability to explain aspects of counselor trainees' experiences in supervision, the results are encouraging. Further research directions are discussed. Contains 16 references. (Author/EMK)

ED 424 553   CG 028 895

Nelson, R. Brett; Young, Mary; Obrzut, Ann
Prediction of Adjustment from Preschool Temperament.

PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Faculty Development; Higher Education; Secondary Education; Student Centered Curriculum; Student Motivation; Teaching Guides; *Visual Aids; *Visual Learning; Visual Stimuli; *Writing Instruction

Intended as a guide for teachers, this book discusses ways to exploit the intersections between the visual and the verbal to teach writing. Chapter 1, "Seeing Writing in a Visual World" (Eric H. Hobson), establishes the book's major premises. Chapter 2, "Postcards: Inside/Out" (Joseph F. Trimmer), describes engaging students in a whole course of reading, writing, researching, and speaking based on postcards and student-centered pedagogy. Chapter 3, "What's Art Have To Do with It?" (Pamela B. Childers), offers suggestions for engaging students in observing and writing, and focuses on using art to motivate those more visual than verbal. Chapter 4, "Alternative Pedagogy: Visualizing Theories of Composition" (Joan A. Mullin), describes how the author used another language, the language of architecture, to talk about writing. Chapter 5, "Teaching Writing in a Visual Culture across Disciplines" (Childers), describes how a visual-verbal approach can inform instruction across the secondary and post-secondary curriculum. Chapter 6, "The Civil War and Its Monuments: Visualizing the Past" (Richard H. Putney), describes how observing, creating visuals, and responding to them in writing can teach content in a history course. Chapter 7, "Beyond Visualizing a Community of Learners" (Mullin), describes a visual activity that identifies the visual characteristics of a subject and creates a collaborative working atmosphere among students. Chapter 8, "Drawing Students into Writing: A Faculty-Development Workshop" (Hobson), describes a faculty development workshop exploring the use of the visual in instruction. Each chapter is followed by a response by one of the book's authors. Contains a 50-item bibliography. (SR)

ED 424 574 CS 216 498

Zawacki, Terry Myers
Telling Stories: The Subject Is Never Just Me.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Class Activities; Ethnography; Higher Education; *Ideology; *Personal Narratives; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Essentialism

The lures and the risks of using personal stories in research and pedagogy are considerable. One danger of using experience as evidence is that "an experience" becomes the foundation for the construction of an essentialized identity: for example, a woman's experience becomes woman's experience. Despite the risks, however, telling stories allows teachers and students to

PUB DATE- 98
NOTE- 8p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Emotional Adjustment; Emotional Development; Emotional Response; Personality; *Preschool Children; Preschool Education; Prosocial Behavior

This study presents findings of longitudinal research that studied the predictive utility of five temperament constructs measured in preschool children and their subsequent behavioral adjustment 5 years later in elementary school. Adjustment as measured by composites of the Behavior Assessment System for children was predicted by parent ratings of children's temperament over a 5-year period. Consistent with previous research over a 3-year period by the same authors, emotional intensity was found to be the strongest predictor of all composites. Parentally perceived emotionality contributes to school perceived adjustment. These findings support the importance of early pro-social skill training of children to enhance adjustment. (Author/EMK)

ED 424 554 CG 028 896

Nelson, R. Brett; Young, Mary; Obrzut, Ann
Continuing Validation of Comprehensive Psychological Services in Schools.
PUB DATE- 98
NOTE- 18p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; Guidance Programs; School Counseling; *School Psychologists

The purpose of this paper is to describe a comprehensive psychological services model and outcome data supporting it. Due to their training in behavioral and affective interventions, counseling and consultation, learning theory, systems organization and intervention, program evaluation, and assessment, psychologists who practice in the schools have the skills to provide a large number of services to children, families, and teachers; however, activities relating to the assessment and placement of children with disabilities continues to dominate the practices of school psychologists. An alternative delivery system of psychological services in schools that capitalizes on all of the skills of professional school psychologists was initiated placing a psychologist in each building full time. Outcome data supporting comprehensive psychological services in schools were analyzed. Achievement from a standards-based assessment model showed increases in reading, writing, and mathematics over a period paralleling the implementation of the model. Placements of children identified as having emotional disabilities decreased by 17% over a 4-year period. A problem-solving model of discipline indicated a 77% decrease in referrals. Implementation of the models and explication of the methods are discussed. (Author/EMK)

ED 424 555 CG 028 897

identify and critique the ideologies which produce them as subjects. Some of the early stories respondents told in an ethnographic study of gender, writing, and teaching (for which 10 women who teach composition courses were interviewed) demonstrate how an examination of the role of the mother in their stories can lead to larger questions about their desire (at this time and in this location) to reproduce certain constructions of the mother, and not others. After writing about a particular event that was a "turning point" in their education, certain classroom exercises help students read their own narratives critically and reflexively, learning to recognize, analyze and critique the biases in their own stories. What similar plots and contradictions are found in these stories, how have they come to be telling the same story, and how did the plot come to be that way in the first place? Why do they desire to represent themselves this way and not another, to position themselves within or outside of particular identity categories? Personal narratives are never just about "me"; rather they are about a "me" constituted by gender, class, race, ethnicity, historical moments, and particular locales. When composition instructors are reflexive about the stories they tell and how those stories tell on them as well, they can begin to construct different stories which have the potential to interrupt entrenched discourses around gender, race, class, ethnicity, and education. (SR)

ED 424 575 CS 216 500

Power, Karen
Deconstructing Cultural Stereotypes through Media Critique.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Critical Thinking; *English Instruction; *Ethnic Stereotypes; Ethnocentrism; *Freshman Composition; Higher Education; *Mass Media Effects; *Writing (Composition)

Writing is an effective tool for investigating the problem of ethnic stereotyping, that is, grouping people from diverse cultures into broad unrepresentative categories. A first-year composition class addressed ethnic stereotyping using media critique. Class activities divided the process of deconstructing cultural stereotypes into three steps: identification of stereotypes in the media; critique of the media presentation; and personal reflection. Students investigated their own experiences with ethnic prejudice; viewed and discussed a television clip from "The Simpsons"; and kept journals over a 4-week period of stereotypical images they found in various media. In class, students viewed movies or sitcoms, and compared firsthand knowledge with media representation. Writing assignments asked them to analyze and evaluate (using specific examples) how the ethnic group or culture represented was being portrayed. Responses of some students indicate how the knowledge of media stereotyping changed their beliefs and attitudes and promoted an awareness of and a sensitivity to the detrimental effects of media stereotypes. (SR) children's literature to promote gender equity. Contains 8 references. (RS)

ED 424 592 CS 216 534

Baake, Ken
How Do Economists Respond to the Storytellers? A Look at "The Rhetoric of Economics."
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economics; Economics Education; Educational Theories; Higher Education; Rhetoric; Teacher Role; *Writing Attitudes; Writing (Composition); *Writing Instruction
IDENTIFIERS- Writing Quality

Teachers of college writing have a vested interest in the tremors of rhetoric surfacing from within the discipline of economics. In the past 15 years, some economists, philosophers of science, and humanists have challenged the positivist mantel of economics. They argue that economic methodology would be more ethical, more honest to the profession and more representational of reality if economists dropped the cloak of positivism. D. McCloskey led the charge for a rhetorical approach to economics in 1983 in "The Journal of Economic Literature," then in her book "The Rhetoric of Economics" in 1985. If economists accept the presence of rhetoric as another useful tool alongside mathematics, then, by implication, they must accept that writing teachers also have a role in training economists--not merely to become better communicators, but also to become better producers of economic knowledge. As humanists interested in the role of rhetoric and narrative in various fields, writing teachers can help their economist cousins. They can participate with full authority in the research about the nature of truth in science and the possibility for civil discourse across disciplines. (Contains 13 references.) (CR)

ED 424 593 CS 216 535

West, Genevieve
Trading Places: Becoming the "Other" in the Classroom.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Literature; *Freshman Composition; Higher Education; Instructional Improvement; *Racial Bias; Racial Factors; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Qualifications; *Teacher Response; Teacher Role; Teacher Student Relationship; Writing (Composition)
IDENTIFIERS- African Americans

Despite resistance from cultural separatists and essentialists, whites are increasingly teaching and studying ethnic literatures. A white African Americanist finds herself teaching

IDENTIFIERS- *First Amendment; Supreme Court

The Convocation on Academic Freedom promotes discussion on academic freedom through theme-centered presentations. This talk examines the United States Supreme Court's interpretation of the religion clauses of the Constitution in the context of education. The focus is on the First Amendment's establishment clause, which enforces separation of church and state. With much of the adjudication centered around religion in public schools and aid to parochial schools, the emphasis here is on these two areas. Beginning with financial aid to church-related institutions, the discussion analyzes the first such case in 1947. The "Lemon" test is discussed next: the three-part test that the Court uses to determine whether public financial assistance or other kinds of state "aid" to religion violates the establishment clause. Cases that have been adjudicated with this test are reviewed, along with decisions in the 1980s that moved the Court away from the "Lemon" test to other types of approaches. The presentation then details how these approaches fuel the present debate in religion and education decisions. The role of religion in public schools and the future of religious practices in these schools are discussed last. (RJM)

ED 424 614 EA 029 213

Stegall, Patricia
The Principal--Key to Technology Implementation.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Catholic Education Association (95th, Los Angeles, CA, April 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Administrator Role; *Catholic Schools; Constructivism (Learning); Diversity (Student); *Educational Technology; Elementary Education; *Instructional Leadership; *Leadership Responsibility; *Principals; Student Centered Curriculum; Teacher Researchers
IDENTIFIERS- *Technology Integration; Texas

From a Catholic school principal's viewpoint, this paper explains why principals' technology leadership is essential and offers pointers on how to provide it. Computers have much to offer for progressive, constructivist teachers desiring to increase students' responsibility for their own learning. A survey of principals in 54 elementary schools in 4 South Texas dioceses revealed that 31 percent of the schools had Internet access; 85 percent had a computer curriculum; 56 percent had a technology plan; 44 percent had a technology committee; 81 percent had a computer teacher; and 59 percent included technology in their budgets. When questioned, all principals agreed that technology was an important aspect of a Catholic school. The seven schools with the highest technology scores were diverse but shared one characteristic--strong, enthusiastic principal leadership. Principals were adept at making technology happen despite limited resources and supported their convictions by allocating resources, hiring technology personnel, scheduling classes for students and staff development for teachers, writing grant proposals, and enlisting parental support. Principals should use computers themselves, seek experts, form a technology committee, talk warily with sales representatives, visit other schools, brainstorm solutions, and hire and train technology-savvy teachers. (MLH)

school councils. (RJM)

ED 424 634 EA 029 397

Lindle, Jane Clark
Can State Reform Shape the Culture and Definition of Professionalism in Schools?
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; *Educational Change; Educational Environment; Elementary Secondary Education; Government Role; *Professional Development; School Restructuring; State School District Relationship; *Teacher Attitudes
IDENTIFIERS- *Kentucky; Professionalism

When Kentucky established a comprehensive reform of its schools in 1990, it targeted the nature of professional culture, norms, and activities in education. To explain this reform movement, a narrative analysis of research reports targeting various aspects of the 1990 Kentucky Education Reform Act is reported here. The focus is on identified elements of professionalism: a requisite knowledge base, performance of a social service, broad powers of discretion in performance of a job, and collegial controls on admittance and retention in the profession. The research employed a form of narrative analysis and represents the first step in a synthesis of what is known about Kentucky's reform. The emphasis is on teachers' knowledge, on teachers' professional service, on teachers' professional judgment, and on collegial controls on admission and retention in the profession. It was found that many teachers do not have the knowledge base necessary for implementing most components of the statewide reform and are being evaluated in ways that they are poorly prepared to meet. It is hoped that by cross-synthesizing the various narratives of the reform initiatives, themes related to professionalism will be identified from the various studies of communities engaged in comprehensive state-mandated education reform. (Contains 51 references.) (RJM)

ED 424 635 EA 029 398

Picus, Lawrence O.
Income Sensitive Property Taxes and School Finance Reform in Vermont.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Property Taxes; School District Wealth; School Taxes; *Tax Allocation
IDENTIFIERS- *Vermont

strategies, and community schools are discussed, including the notion that Anglo-choice advocates' hope that choice will preempt increased expenditures on urban schools--preventing a redistribution of tax monies from suburbs to the inner city. The paper concludes that racial conflict over educational policy means that many minority students will not be placed in neighborhood schools of choice, leaving the vast majority of urban students in underfunded public schools. (Contains 40 references.) (RJM)

ED 424 654   EA 029 420

Pashiardis, Petros
Secondary Principals in Cyprus: The Views of the Principal versus the Views of the Teachers.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Effectiveness; *Educational Environment; Foreign Countries; Leadership Qualities; Leadership Styles; Perspective Taking; *Principals; *Role Perception; Secondary Education; *Self Concept; Teacher Attitudes
IDENTIFIERS- *Cyprus; Educational Leadership; Self Perception Theory

This research paper was undertaken with three goals in mind: (1) to explore the perceptions of teachers regarding their principals' leadership styles; (2) to analyze the perceptions of principals themselves regarding their own leadership styles; and (3) to compare teachers' perceptions with those of the principals to discover discrepancies between the views of the two groups. To determine perceptions, a questionnaire was constructed and pilot-tested in the secondary schools of Cyprus. Questionnaire items were constructed mainly from a review of the literature on effective schools and effective principalship and included 57 items grouped under 9 areas: school climate, school leadership and management, administration and fiscal management, student management, professional development and inservice, relations with parents and the community, problem-solving and decision-making, curriculum development, and personnel management. An ethnographic analysis was also used. Results, grouped under the nine areas, indicate some congruence and some disagreement between the teachers and the principal regarding a principal's self-perception and teachers' perceptions. In four out of the nine areas, there is agreement of views from both sides. (An appendix includes the questionnaire.) (RJM)

ED 424 655   EA 029 421

Jefferson, Anne L.
State of the State--Ontario.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

sharper division between the administration team and the teachers has emerged as a consequence of a change in the role of the faculty head. The principal's role as employer, personnel manager, and educational leader cannot be fulfilled effectively with the present organizational structure in schools. Teachers feel they are mistrusted and energy is being concentrated upon the protection of established practices as opposed to educational improvements. An appendix offers an overview of Norway's educational system. (RJM)

ED 424 675 EA 029 452

King, Jean A.; Schleisman, Jane; Kistler, Susan
An Empirical Study of the Change Project as Both Teaching Tool and Outcome of an Educational Leadership Development Program.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; Leadership; *Leadership Qualities; Longitudinal Studies; Professional Development; *School Administration
IDENTIFIERS- Bush Foundation; Minnesota

The Bush Foundation's leadership-development programs are an important source of inservice leadership training in Minnesota. The extent to which these programs influence pre-collegiate education is explored. The paper draws on a longitudinal study that asked two basic questions: what are the long-term effects of the Bush Leadership Programs on individuals, schools, and districts? and to what extent and in what ways do participants in the current Bush Educators' Program successfully facilitate change that affects teaching and learning in their schools? The report is presented in six sections: (1) an explication of the role of school-based change projects across the Bush Leadership Development Programs (1976-present); (2) a review of the literature and concepts undergirding the Bush programs' use of school-based change projects; (3) an overview of the methods used to examine the role of the change projects in different districts; (4) survey results of the perceived impact of almost 500 of these projects in the first two Bush programs; (5) a case study of project outcomes in one small district with a high concentration of Bush graduates; and (6) the implications of these results for both leadership-development programs and for school-change efforts in general. (RJM)

ED 424 676 EA 029 454

Charter Schools: Leadership Training Academy Workbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 477p.; Some pages contain light or blurred type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

African American literature to African Americans. In a first-year writing course she taught at Florida State University, she was the only white participant in a process writing course. The goal was to use an African American literature anthology to generate notebook entries, discussions, and paper topics. Her race had various impacts upon the students' writing and participation in class discussion and their evaluations of her and of the course varied as well. Four students said they would have preferred a black teacher, 25 others made encouraging comments. The following semester at the University of Southern Mississippi, the teacher taught her first African American literature course and had a better experience, at least in part because of the self-reflection the previous class generated, because the students were older, and because the class was more diverse. The challenges are numerous: introducing race as an appropriate and safe area for class discussion; and guiding students in establishing boundaries for safe discussions. (Contains a 10-item annotated bibliography.) (CR)

ED 424 594 CS 509 875

Paulson, Lucy Hart; van den Pol, Rick
Good Talking Words: A Social Communications Skills Program for Preschool and Kindergarten Classes.
PUB DATE- 98
NOTE- 91p.; Contributions by Beverly D. Pickett. Illustrated by Luch Hart Paulsen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Early Childhood Education; Instructional Materials; *Interpersonal Competence; *Kindergarten Children; *Preschool Children; Program Descriptions; Socialization
IDENTIFIERS- Direct Instruction

The "Good Talking Words" program aims to help children develop and demonstrate the social communication skills that are vital to school and life success. It uses an active, direct instructional approach for preschool and kindergarten students that uses language experiences to teach specific, prosocial behaviors that will help children develop a positive attitude. Intended for use by classroom teachers, speech and language pathologists, social services providers, or other educators, the program contains various materials: a classroom manual, 43 blackline masters, 19 skill pictures, and 11 posters. Twelve basic lessons focus on specific concepts and vocabulary (such as Good Listening Bodies, Good Greeting Words, Good Talking Rules, Good Turn Taking Kids, and Feeling Words) and may be conducted as a whole group activity using puppets, colored pictures and posters, a literature story, and discussion. Program components offer a comprehensive and positive method of developing these skills on a daily basis through practice, modeling, reinforcement, and re-teaching in the home and school environment. (SR)

ED 424 595 CS 509 899

Townsend, Rebecca M.
McCarthyism Revisited: Popular Press and Public Memory.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24,

ED 424 615 EA 029 316

Measures Taken in the Member States of the European Union To Assist Young People Who Have Left the Education System without Qualifications.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Dropouts; Elementary Secondary Education; Foreign Countries; *Helping Relationship; *Out of School Youth; School Holding Power; *Student Attrition; Tables (Data); Youth Problems
IDENTIFIERS- *Europe; *European Union

European Union Member States gather information on students who drop out without qualification so that they may know how to help this population. This report presents the broad range of measures, arrangements, and systems that exist for supervising, monitoring, training, and providing for dropouts. The text defines the categories used for the description and provides information on the measures, including names of the measures, types of measures, aims of the measures, certification, context, target group, age, and duration, all of which is followed by an analysis of the various measures offered. Some of the issues and debates that surround this population are discussed and include such questions as how is a specific measure for young people without qualifications defined?; what are the preventive or second-chance measures taken?; and what are the social and occupational integration or education/training measures? The last section, the national descriptions, provides 30 tables of grid profiles of measures aimed wholly or partly at young people who have left compulsory education without qualifications. (RJM)

ED 424 616 EA 029 320

Balitewicz, Thomas F.
The Long-Term Effects of Grade Retention.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Children; *Comparative Analysis; *Grade Repetition; Grade 6; Intermediate Grades; Kindergarten; *Longitudinal Studies; Outcomes of Education; Primary Education; Student Development; Student Promotion

Retention, the practice of requiring a child to repeat a particular grade, is often presented as the answer for poor academic or behavioral performance in school. To explore the effectiveness of this approach, the long-term impact of retention is discussed here. The paper focuses on students who were retained in kindergarten and these students' subsequent academic performance in the sixth grade. A review of the literature on grade retention reports the different strategies that are used by schools and surveys of the results that accompany retention. The review is followed by the statement problem: Does grade retention between kindergarten and first grade assist student learning in the student's future academic performance? For the study, 56 seventh-grade students were examined. One cohort was comprised of students who were retained in kindergarten, whereas the second cohort was

To improve the equity of Vermont's school finance system, the state legislature passed Act 60. This new funding mechanism is described, with a focus on the equity issues raised by the state supreme court. A court's decision struck down substantial dependence on local property taxes to provide revenue for local school districts. The report reviews the background of the case and describes how the court explained its position. The focus, however, is on the changes that the decision wrought in the finance system and the potential implications of these changes for school finance equity in the future, particularly the income-sensitive property tax provision that makes Vermont's system unique. The analysis centers on the basic structure of the reform--the block grant--which is funded through a statewide property tax. Ways to distribute these funds, such as through weighted pupil counts, were also reformed, and a process called an "equalized second tier" was implemented, which is a local option tax that is determined on the basis of the individual budget decisions made by local school boards. The transition to the new tax system and the categorical programs that are in place are described. (RJM)

ED 424 636 EA 029 399

Kaniuka, Theodore S.; Vitale, Michael R.
Leadership Issues Addressing Barriers to School-Based Instructional Reform: A Case Study Exploring the Role of E.D. Hirsch's "Thoughtworld" as a Factor in School Improvement.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Elementary Education; Instructional Leadership; Participative Decision Making; Program Effectiveness; *Resistance to Change; *School Based Management; *School Restructuring; *Teacher Attitudes
IDENTIFIERS- *Hirsch (E D)

Research suggests that school reform initiatives have had minimal success in engendering systemic instructional improvement in schools. Within this evaluative context, this paper explores the means through which the paradigm of thinking about school instruction dominant in the profession (that is, Hirsch's "thoughtworld") potentially affects the actions of school-based personnel addressing instructional problems in school reform. The paper examines the implications of a year-long project for school-based reform that successfully improved remedial students' academic reading and affective performance in grades 3 and 4. The study follows the evolution of teachers' perspectives from one of initial concerns regarding the efficacy of a nonparadigmatic direct-instruction reading program, to strong advocacy for its expected student outcomes and the desirability of its design characteristics. The text interprets the teachers' prior instructional expectations and perspectives as barriers to change that reflected a dominant paradigmatic perspective. Accordingly, the paper offers a framework for incorporating consideration of research-based informational dynamics into the processes of school-based reform environments. Finally, the paper offers policy recommendations based upon the analysis presented that promise

DESCRIPTORS- *Decentralization; Educational Change; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Politics of Education; Teacher Attitudes
IDENTIFIERS- *Ontario

Although Ontario's Ministry of Education and Training has been overseen by two different parties since 1995, the direction for education in the province has been steady. An overview of two bills that are guiding education reform, Bill 104 and Bill 160, and their financial implications is presented. Bill 104, the Fewer School Boards Act, purports to improve the accountability, effectiveness, and quality of Ontario's school system. It gives government the regulatory power to establish new school boards, to name the boards, to determine the number of trustees for each board, and to make other changes. Bill 160, entitled the Education Quality Improvement Act, altered other acts and provided for reforms in education governance, education finance, and education labor relations. The latter bill prompted the teachers' federation to threaten a provincewide strike if Bill 160's recommendations for class size, teaching times, budget cuts, and other issues passed unchanged. The reforms have raised many questions regarding educational finances and have angered teachers and parents. But the acts conform to the government's move to centralize resources and to focus on the equality of education funding as opposed to the equity of education funding. An example of the government's Foundation Grant for Education is provided in an appendix. (RJM)

ED 424 656 EA 029 427

Task Force on Education Funding Equity, Accountability, and Partnerships. Preliminary Report.
PUB DATE- 98
NOTE- 172p.; For final report and technical supplements, see EA 029 428-430.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Cooperative Programs; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equal Education; High Risk Students; *Partnerships in Education; *Public Schools; School Community Relationship; School District Wealth
IDENTIFIERS- *Maryland (Prince Georges County)

In 1997, Maryland formed the Task Force on Education Funding Equity, Accountability, and Partnerships to ensure that students throughout Maryland have an equal opportunity for academic success. The Task Force's preliminary report features a comprehensive review of education funding and programs in grades K-12. The report presents membership and subcommittee rosters, a chronology of task force meetings, guiding principles of the task force, a summary of full committee meetings and public involvement, and critical issues and recommendations, the latter of which constitutes the bulk of the report and examines enhanced funding for at-risk students, including state funding for at-risk programs, targeted-improvement grants, professional development programs, and the maintenance of effort provision. The task force concentrated on Prince George's County public schools, since this district contained a significant percentage of at-risk students. It focuses on a desegregation lawsuit, the community schools education plan, school construction, teacher certification, professional development, financial accountability,

DESCRIPTORS- *Charter Schools; Educational Development; Educational Innovation; Elementary Secondary Education; *Instructional Leadership; Leaders Guides; Leadership; *Leadership Training; Professional Development; *School Administration; Workbooks
IDENTIFIERS- Northwest Regional Educational Laboratory

As part of the Model Leadership Training Program for charter-school founders and leaders, a workbook representing the training component developed during the first year was prepared. During the first year, 12 teams of charter-school founders and leaders (N=48) participated in the Charter School Leadership Training Academy. The workbook provides the resources, information, and structure for the Academy sessions. It features training materials, training exercises, curriculum, and additional resources in all areas of charter-school development. Although each session does not specifically correspond with a core content area, the training does cover all five core content areas: startup logistics; curriculum standards and assessment development; governance and management; community relations; and regulatory issues. The training material was designed for a 5-day workshop, but each session is self-contained and can be used as individual training sessions. The curriculum for each lesson can be used to develop a conference or training session, and developers can use the text for additional resources and advice. (Contains 67 references and a list of charter-school Web sites.) (RJM)

ED 424 677 EA 029 456

Lashway, Larry
Standards for Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrative Principles; Elementary Secondary Education; Instructional Leadership; Leaders Guides; Leadership Training; Principals; Professional Development; *School Administration; *Standards

This newsletter reviews five reports that address the implications of standards for administrators. These texts include "Designing and Implementing Standards-Based Accountability System" (Education Commission of the States), which describes some of the policy implications of standards-driven accountability; "Why Principals Fail: Are National Professional Standards Valid Measures of Principal Performance?" (J. Douglas Coutts), which reports on the relationship between standards and on-the-job success for principals; "Skills for Successful 21st Century School Leaders: Standards for Peak Performers" (J. R. Hoyle, F. W. English, and B. E. Steffy), which provides a professional-development curriculum based on a synthesis of recent leadership standards; "Case Studies for School Leaders: Implementing the ISLLC Standards" (W. L. Sharp, J. K. Walter, and H. M. Sharp), which offers a series of case studies keyed to the Interstate School Leadership Licensure Consortium (ISLLC) standards; and the Web site of the Council of Chief State School Officers, which offers the full text of the ISLLC report on performance standards for school leaders. Since ISLLC is a broadly based examine restructuring processes in those schools in order to determine how teachers learned to teach in ways designed to enhance students' understanding of academic content. Following an introduction, three sections of four chapters each provide parallel information on the three schools. Each section includes a description of the school's restructuring agenda and the context in which the school operates; case studies of two teachers (two chapters); and an overview and analysis of the school and the teachers. The final chapter concludes that the relationship between formal structure and teaching practices is weak, problematic, and indirect, and that more understanding of both the desired teaching practices and the organizational conditions that foster their development is necessary. (Contains 58 references.) (MKW)

ED 424 695 EA 029 476

Lockwood, Anne Turnbaugh
Comprehensive Reform: A Guide for School Leaders.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Educational Change; Educational Finance; Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; Program Development; School Administration; School Effectiveness; *School Restructuring
IDENTIFIERS- Coalition of Essential Schools; North Central Regional Educational Laboratory; Paideia; Success for All Program

This expanded issue explores well-known comprehensive school reform models and provides tools and resources to assist school leaders in choosing reform programs. Case studies provide information about three well-known models: the Coalition of Essential Schools, the Paideia Program, and the Success for All Program. These reforms are discussed in light of the Comprehensive School Reform Demonstration Program (CSRDp), which provides funds for reform in schools that meet the program's criteria. Other articles include "Comprehensive Reform: A Guide for School Leaders" and "Conversations with Three Educational Leaders: Comprehensive Reform and Educational Transformation," which describes interviews with Robert Slavin, Theodore R. Sizer, and Terry Roberts. An insert entitled "FAQ: Comprehensive School Reform," a questionnaire designed to assist school leaders in planning reform, and contact information for the three featured programs are provided. (MKW)

ED 424 696 EA 029 477

Odden, Allan
Creating School Finance Policies That Facilitate New Goals. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance;

gifts. Specific papers include: (1) "Parent-Involved Social Skill Instruction and the Perceptions of Children At Risk and Children with Normal Achievement and Development (Brenda L. Townsend and Richard L. Simpson); (2) "Participatory Action Research Involving Families from Underserved Communities and Researchers: Respecting Cultural and Linguistic Diversity" (Ursula Markey and others); (3) "Promoting Inclusion through Exito: An Integrated Assessment and Instruction Professional Development Model" (J. S. de Valenzuela and others); (4) "Intervention Strategies for CLD Students with Speech-Language Disorders" (Li-Rong Lilly Cheng); (5) "A Study of Effective Instructional Practices by Monolingual English Speaking and Bilingual/Bicultural Teachers in Five Programs Serving Hispanic Preschoolers with Developmental Disabilities" (Joze De Leon and Laurie L. McCarty); (6) "What Do Reform and Restructuring Mean for Culturally Diverse Exceptional Learners?" (Festus E. Obiakor and Cheryl Utley); and (7) "Forging Partnerships in Special Education To Enhance Collaboration between Mexico and the United States" (Todd Fletcher and others). (Each paper contains references.) (CR)

ED 424 715 EC 306 821

Coker, Charles C.; Menz, Fredrick E.; Johnson, Laura A.; McAlees, Daniel C.
School Outcomes and Community Benefits for Minority Youth with Serious Emotional Disturbances: A Synthesis of the Research Literature. Project Period: January 1, 1995 to June 30, 1997. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Black Youth; Community Benefits; Dropout Prevention; *Educational Strategies; *Emotional Disturbances; Employment; Hispanic Americans; *Incidence; *Minority Group Children; *Outcomes of Education; Pacific Islanders; Program Design; Program Development; *Racial Differences; Secondary Education; Student Placement; Tables (Data)
IDENTIFIERS- African Americans

This final report discusses the findings of a project that investigated research on the use of educational strategies with students with serious emotional disturbances (SED) for the purpose of communicating to teachers and parents which techniques were effective in serving minority youth with SED. The project reviewed 250 documents to synthesize research findings about the improvement of in-school success and post-school benefits. The data confirmed that youth with SED have poorer outcomes after exiting school; however, graduates of programs for youth with SED appeared to do better than dropouts in the rate of employment. Also, it was found that ethnic group membership did influence rates of representation within programs for youth with SED. While the rate for African American youth in these programs was proportionately greater than their rate in the general population, rates for Hispanic and Asian/Pacific Islander ethnic youth in the programs was proportionately less than their rates in the general population. Outcomes for ethnic youth were also found to be

Elementary Secondary Education; *Finance Reform; Incentives; Public Schools; Special Needs Students; *State Standards

The focus of this policy brief is on efforts to redesign state and district school finance systems to align them more closely with the standards-based education reform movement. Past efforts to offset fiscal disparities with state aid in low-property wealth districts have only been moderately successful. Part of the problem lies in the fact that over the past 30 years, strategies to reduce fiscal disparities, whether court ordered or not, have had limited success. Spending per pupil remained highly associated with property wealth. The question of fiscal fairness, however, fails to address what resources are necessary to reach the goal of teaching students to high standards. This requires a shift in thinking from equality to adequacy; a shift that may help policy makers create a new school-finance structure that is linked to strategies that raise levels of student achievement. This report draws up a new finance structure with the goals of identifying the base-level spending needed to teach each student to state standards in each district/school; identifying how much extra funding is needed to teach students with special needs; and providing performance incentives to encourage effective and productive spending. (Contains 43 references.) (JMD)

ED 424 697 EA 029 478

Massell, Diane
State Strategies for Building Local Capacity: Addressing the Needs of Standards-Based Reform. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; Professional Development; Public Schools; Resource Allocation; *State Action; *Strategic Planning; Technical Assistance

The implementation of standards-based reform has been a goal of state policy makers for the last 10 years. States have also restructured their governance systems with the intention of distributing more authority to local decision-makers. However, even the high standards of this type of reform, and the strong incentives to encourage the change, are not sufficient. "Capacity-building" strategies, which refer to the need to translate high standards and incentives into effective instruction and strong student performance, must be implemented. These strategies, currently being used in eight states are examined, and their promise and continuing challenges are analyzed. Seven areas of the capacity of classrooms essential to improvement in teaching and learning are discussed. These fall under two main headings: (1) classroom level capacities, and (2) school, district, and state organizational capacities. Then four common capacity-building strategies are described, including building external infrastructure to provide professional development and technical assistance; setting professional development and training standards; providing curriculum materials; and organizing and allocating resources. (Contains 18 endnotes.) (JMD)

ED 424 698 EA 029 498

different, with African Americans having lower grade-point levels, missing more school, and having lower rates of employment. Recommendations for programs for minority youth with SED are provided. An appendix includes a discussion of problem areas identified by constituents. (Contains over 650 references.) (CR)

ED 424 716 EC 306 822

Community Partnerships: Creating Inclusion Together. Texas Planning Council for Developmental Disabilities: Annual Report Fiscal Year 1997.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Developmental Disabilities; *Disabilities; Elementary Secondary Education; *Empowerment; Inclusive Schools; *Integrated Services; Partnerships in Education; Regional Cooperation; Rehabilitation Programs; *Self Determination; Shared Resources and Services; *Social Integration; State Agencies; State Programs; Transitional Programs

This Texas report focuses on the partnerships the Texas Council is creating with people, businesses, and organizations in the community to work toward greater access and accommodations for people with disabilities throughout local communities. Individual partnerships are described that represent cooperation with health and human services agencies, respite networks, supported employment programs, inclusive schools, advocacy organizations, rehabilitation programs, transition programs, and other state agencies. In addition to looking at these broad partnerships emerging across Texas, this report examines what the Council and its grantees have done to achieve three goals: (1) the inclusion of people with disabilities throughout all life experiences; (2) self-determination that allows people with disabilities to have power and control over their own lives; and (3) options and supports to allow people with disabilities to make choices about the way they live. A chart indicating the sites of grants, subgrants, and training and technical assistance projects is included. (CR)

ED 424 717 EC 306 823

State Plan for Texans with Developmental Disabilities: Fiscal Years 1998-2000.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Developmental Disabilities; *Disabilities; Elementary Secondary Education; *Empowerment; Federal Legislation; Long Range Planning; Rehabilitation Programs; *Self Determination; *Social Integration; State Agencies; State Programs
IDENTIFIERS- *Texas

This 1998-2000 State Plan for the Texas Planning Council for Developmental Disabilities presents the Council's future goals and objectives to enable people with developmental disabilities to be fully included in their communities and exercise control

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Course Descriptions; *Educational Resources; *Electronic Mail; *English (Second Language); Foreign Countries; Higher Education; Information Technology; *Language Teachers; *Reading Instruction; Second Language Instruction; *Teacher Education; Undergraduate Study
IDENTIFIERS- Malaysia; *Universiti Kebangsaan Malaysia

Use of electronic mail (e-mail) as a resource in a Universiti Kebangsaen Malaysia (UKM) English-as-a-Second-Language (ESL) teacher education course in 1997-98 is described. The second-year undergraduate course, "The Teaching of Reading Skills in an ESL Context," enrolled 115 students with a range of experience with computers. One course project was a 7-to-10 page research paper in which students must use information from an electronic bulletin board in ESL reading and further expand the topic using library materials. Students were required to include a minimum of two references from the e-mail resource, and worked in groups of 3-4 students. They were instructed to pose a question or message to the list and engage in a discussion, and submit a print-out as part of the paper. Initially, students were placed into tutorial groups to provide practice with e-mail, gain support during the course of the project, and present their papers before submitting them to the instructor. Participants were surveyed after the project concerning their perceptions of it, difficulties encountered, preferred aspects of using e-mail, experimentation with other lists and Web sites, and perceptions of the small-group project experience. Student comments are included. Contains 9 references. (MSE)

ED 424 739 FL 025 502

Brisk, Maria Estela
The Transforming Power of Critical Autobiographies.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; *Bilingual Education; Case Studies; Classroom Techniques; Elementary Education; *English (Second Language); Grade 1; Grade 5; Grade 6; *Immigrants; Literacy Education; *Personal Narratives; Second Language Instruction; Second Language Learning; *Self Concept; *Self Evaluation (Individuals); Writing Exercises

The rationale for using critical autobiography projects in English-as-a-Second-Language (ESL) instruction is discussed, and procedures for implementation are outlined. Writing a critical autobiography involves the student's presenting a personal narrative while exploring external factors influencing his life. Critical experiences in life provide fertile starting points to motivate students to read, write, and learn, and helps language learners understand that problems associated with living in a new culture are the result of social factors rather than personal shortcomings. Four case studies illustrate

English for Academic Purposes. A Guide and Resource Book for Teachers.
PUB DATE- 97
NOTE- 424p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Classroom Research; Cognitive Style; Course Content; Course Evaluation; *Course Organization; Cultural Awareness; Curriculum Design; Educational Needs; *English for Academic Purposes; English for Special Purposes; Higher Education; Instructional Materials; *Language Patterns; Lecture Method; Material Development; Media Selection; *Needs Assessment; Notetaking; Reading Instruction; Research Skills; Second Languages; Specialization; Speech Skills; Student Evaluation; Student Needs; *Study Skills; Teaching Methods; Test Wiseness; Testing; Vocabulary Development; Writing Instruction

This guide is designed to provide teachers of English for academic purposes (EAP) with background information and tools to design and conduct courses for students who are either native speakers or non-native speakers of English. Chapter topics include: definition and scope of EAP and related study skills; assessment of student needs, by case study or survey; EAP syllabus and course design; evaluation of students and courses; learning styles and cultural awareness; methodology and instructional materials; evaluation of materials; academic reading; vocabulary development; academic writing; lectures and note-taking; speaking for academic purposes; reference and research skills; examination skills; and English for specific academic purposes (academic discourse and style, subject-specific language, instructional materials design and production, concerns and research). Appended materials include an extensive list of recommended books and journals, notes on use of educational technology, a description of the British Association of Lecturers in English for Academic Purposes and its activities, and a list of EAP exams and examining bodies. Contains 554 references. (MSE)

ED 424 761 FL 025 548

Tubtimtong, Wanpen
From Needs to Goals: ESP Materials Writing for Thai Postgraduate Students.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; Communicative Competence (Languages); Educational Needs; Educational Objectives; *English for Special Purposes; *English (Second Language); Expectation; Foreign Countries; Graduate Study; Grammar; Higher Education; *Instructional Materials; *Material Development; School Policy; Second Language Instruction; Student Needs
IDENTIFIERS- Authentic Materials; *Thailand

Strategies for designing and teaching graduate-level courses in English for special purposes (ESP) to Thai students are outlined, based on a course taught in one institution. An approach that integrates language skills (listening, speaking, on writing drafts. Aspects of the teaching technique investigated included the value of collaborative learning, time factors in computer-mediated communication, development of thinking skills, student interest and enjoyment of the experience, general writing skill development, and personal comfort with the delivery mode. Results indicate that while most students enjoyed collaboration in the real-time writing mode, over one-quarter felt it had not improved their writing skills. Students whose writing was more developed tended to find that feedback from other students was less helpful. Implications for classroom teaching and instructional design are discussed. The questionnaire is appended. Contains 11 references. (MSE)

ED 424 781 FL 025 582

Adamson, Charles
Nursing Matters.
PUB DATE- 98
NOTE- 11p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Allied Health Occupations Education; Classroom Techniques; Course Descriptions; Course Organization; Curriculum Design; *Drama; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; *Nursing Education; Second Language Instruction; Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Japan

A two-semester English-for-Special-Purposes (ESP) course designed for nursing students at a Japanese university is described, including the origins and development of the course, text development, and teaching methods. The content-based course was designed to meet licensure requirements for English language training, emphasized listening and speaking skills, and incorporated principles of accelerated learning. The instructional materials, a ten-chapter text per semester, was designed by the course developer. The serial melodrama was based on a story line concerning a nurse working in a large hospital and characters flexible enough for students to help develop their personalities. Increasingly serious medical story lines evolve, with cliff-hangers at the end of each chapter and a plot of high interest to students. Several classroom teaching techniques are highlighted including the playing of classical music during passive readings and a series of review and expansion activities. Classroom procedures are described. Testing consists of a series of true-false questions. Initial experience with the curriculum has been positive. Contains 6 references. (MSE)

ED 424 782 FL 025 583

Yoshida, Kin'ei
Student Recommendations for ESP Curriculum Design.
PUB DATE- 98
NOTE- 5p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.

May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Analysis of Variance; College Students; Graduation; Higher Education; Longitudinal Studies; Models; *Predictor Variables; Questionnaires; *School Holding Power; *Stopouts; Universities
IDENTIFIERS- *AIR Forum

This study examined graduation and attrition patterns of undergraduates who were enrolled in the fall semester but who did not return for the spring semester at a doctoral granting, metropolitan university. A total of 504 of the 1,262 students who enrolled in the fall 1992 semester but who did not return for the spring 1993 semester completed a questionnaire on persistence and attrition. Of the 504 stopouts, 482 were tracked using institutional enrollment files through the fall 1997 semester. As of the fall 1997 semester, 166 of the 482 stopouts were enrolled or had graduated from the institution, while 316 had not returned. It was found that 50 percent of the variance in freshmen persistence and attrition behavior among the stopouts was explained using a regression model containing 13 independent variables. It was also found that 16, 6, and 5 independent variables predicted 70 percent, 32 percent, and 24 percent, respectively, of the variance in persisting and nonreturning behavior among sophomores, juniors, and seniors. Two appendixes provide a copy of the nonreturning students' survey form and survey item correlations. (Contains 20 references.) (MDM)

ED 424 801 HE 031 596

Atkin, Eugene
Identifying Dominant Stage of Intellectual Development: Knowing and Learning. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alumni; *Cognitive Style; College Transfer Students; Community Colleges; *Developmental Stages; Higher Education; *Intellectual Development; Models; Sex Differences; *Two Year College Students
IDENTIFIERS- *AIR Forum; Baxter Magolda (Marcia)

This study used survey data to identify college students' dominant learning stages, basing it on Marcia Baxter Magolda's (1992) Epistemological Reflection Model. A total of 699 alumni of a midwestern community college who had completed at least 30 credit hours transferable to baccalaureate degrees elsewhere completed a survey that incorporated three of Baxter Magolda's four dominant learning stages--absolutist, transitional, and independent. The respondents had been last enrolled at the institution 1 or 3 years prior to the survey, and about four-fifths had completed transfers to baccalaureate-granting institutions. Factor analysis indicated that more male than female alumni were further along the continuum of preferred learning stages. Alumni who had first enrolled at the institution at age 24 or older had progressed further on the faculty and the institutions by proposing three modifications to traditional policies. The first, tenure by objectives, involves reconfiguration of the probationary period, stop-the-clock leaves, fixed membership of tenure candidates' review committees throughout the probationary period, and tenure contracts negotiated around the locus of the tenure commitment. The second involves post-tenure reviews that focus more on departments than on individual performance; some involve reviews of all faculty at set intervals, others involve selective reviews triggered by performance-related concerns. The third alternative proposal involves codification of academic freedom without tenure--offered, in part, as a response to the growing reliance on nontenure-track and part-time appointments. In accepting the reality that higher education can no longer do business as usual, it is the hope of the author of this paper to stimulate constructive conversations about faculty employment arrangements and to expand the range of policy options available. A draft of an Academic Freedom Policy and Procedures statement is appended. (Contains 57 references.) (CH)

ED 424 820   HE 031 674

Gappa, Judith M.
Off the Tenure Track: Six Models for Full-Time Nontenurable Appointments. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #10.
PUB DATE- 96
NOTE- 43p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Freedom; Academic Rank (Professional); Career Development; Career Ladders; *College Faculty; Contracts; Educational Environment; Employment Practices; *Faculty College Relationship; Higher Education; Medical Schools; *Nontenured Faculty; Organizational Climate; Part Time Faculty; Performance Contracts; Professional Autonomy; Quality of Working Life; Research Universities; Teacher Recruitment; *Tenure; Tenured Faculty; Work Environment

This paper, one in a series about the priorities of the professoriate, explores several alternatives to tenure for faculty and institutions. Data for the study was drawn from a series of site visits to seven institutions during winter/spring 1995-96. Seventy-one interviews were conducted with administrators, senior faculty, and full-time nontenured faculty. The first part of the paper discusses six models for full-time nontenurable appointments currently being used by colleges and universities, recording both faculty and administrator perceptions of how well the models work at the respective institutions. The models are: teaching appointments, professors of practice, research professors, distinguished senior lecturers, limited tenure situations, and integrated tenurable and nontenurable tracks in medical schools. The second part of the paper deals with the key themes underlying new employment options, including campus climate, culture, history, traditions, and tenured faculty attitudes. Also noted are questions relating to the status and integration of nontenurable faculty, job security, academic freedom, and career development and career paths. The paper concludes that while tenure will continue to exist, it will be only one among a series of career paths available to faculty as full-time nontenurable alternatives become more attractive to how critical autobiographies can be used in different settings and the effects they can have on students, their parents, and teachers. The cases include: a reading teacher working individually with a first- grader; a bilingual fifth-grader working with the whole class, assisted by ESL and computer teachers; a sixth-grade bilingual teacher using critical autobiographies in Spanish language arts and social studies classes; and a high school ESL teacher working with a small group of students. Topics discussed include: literacy development through critical autobiographies; situational factors affecting bilingual learners; classroom techniques; and project outcomes. Contains 15 references. (MSE)

ED 424 740 FL 025 503

Faingold, Eduardo D.
Seccion de Espanol del Departamento de Lenguas Codice de Composicion. Guia para Escribir Trabajos. (Spanish Division of the Language Department Style Manual for Composition. Guide to Writing Essays).
PUB DATE- 98
NOTE- 25p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - General (130)
DESCRIPTORS- *Essays; Graduate Study; *Guidelines; Higher Education; Language Usage; Punctuation; *Spanish; *Writing (Composition); Writing Skills
IDENTIFIERS- *University of Tulsa OK

This composition manual explains how to write a student essay: planning, organizing, and revising. It also offers standards for bibliography, format, grammar, and punctuation. (CNP)

ED 424 741 FL 025 511

Montone, Christopher L.; Short, Deborah J.
Bringing a Reading Passage to Life: A Creative Comprehension Activity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; Conflict; Conflict Resolution; *Cross Cultural Studies; Cultural Education; Culture Conflict; *English (Second Language); Foreign Countries; Intermediate Grades; Junior High Schools; Middle Schools; *Reading Comprehension; *Reading Instruction; Second Language Instruction; *Social Studies; *World History

A creative reading comprehension activity developed for multi-grade (6-8) English-as-a-Second-Language (ESL) social studies classes is described. The activity was developed as part of a project integrating language and culture in social studies instruction. Researchers worked with an ESL teacher and a social studies teacher to create a series of units on cross-cultural conflicts and their resolutions in world history. The units contained information on the cultures studied and the geography of four regions (Peru; Germany and Italy; Japan;

reading, and writing) and stresses communicative competence is recommended, with English used as the medium of instruction. Acquisition is to be included, but primarily as support for the learning of communicative skills. Evaluation is to be based on communicative effectiveness rather than grammatical and structural accuracy. Options for task-based activities are discussed briefly, and the use of a final oral presentation, with subsequent class discussion, is described. A discussion of instructional materials looks at the advantages and disadvantages of materials produced in-house, the issue of authentic materials, and concerns in text selection. Contains 18 references. (MSE)

ED 424 762 FL 025 550

Marani, John S.
An Overview of Content-Based Language Instruction.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Instruction; Course Content; Course Organization; Curriculum Design; Educational Strategies; High Schools; Higher Education; *Languages for Special Purposes; Second Language Instruction; *Second Languages; Teaching Methods
IDENTIFIERS- *Content Area Teaching

This discussion of second language instruction through subject-area content reviews trends and literature in the field. Content-based language instruction is defined and distinguished from other forms of language instruction. Three major types of college-level content-based language instruction are described: sheltered instruction, taught by a content-area specialist, in which students are segregated from native speakers of the target language; adjunct courses, combining participation in a sheltered class with participation in a non-sheltered content-area class; and theme-based instruction, the most common, in which the curriculum is developed using different topics or themes. Design of the content-based instructional module is outlined, noting and discussing these elements or characteristics: use of language skills just at or above students' current linguistic level; interesting and non-trivial content; content face validity for some valued discourse community; potential for sequencing instruction; potential to stimulate and lead to a variety of treatments and concatenated learning tasks; high attraction; potential for input from a variety of sources; potential to stimulate critical analysis; allowance for possibility of cognitive dissonance among inputs; and teacher-developed where feasible. Examples of college-level content-based language programs are noted. The feasibility of content-based language instruction in high schools is explored briefly. Contains 7 references. (MSE)

ED 424 763 FL 025 551

Vine, Elaine W.
Language across the Curriculum: The Language Learning Potential in a Science Text.
PUB DATE- 97
NOTE- 24p.; First issue as article 14 in "Set Special 1997: Language and Literacy."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; *Computer Science; *Course Content; *Curriculum Design; Difficulty Level; Electronic Mail; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Grouping (Instructional Purposes); Higher Education; Instructional Materials; Language Skills; Questionnaires; *Relevance (Education); Second Language Instruction; Skill Development; Student Attitudes; Student Placement; Surveys
IDENTIFIERS- Japan

A bilingual (Japanese/English) electronic mail survey of over 1,100 computer science students at the University of Aizu elicited recommendations for content and design of a curriculum in English for Special Purposes (ESP). Features students preferred included these: a four-skills introductory course during the first year; materials encouraging deep thinking; course instruction that is immediately applicable; balance of language and technical training; out-of-class opportunities for English use; student placement by skill level; electives suited to student needs and interests at each skill level; class size limited to 10-15 students; instruction becoming more discipline-specific over time; student choice of teacher and teaching style; more but shorter classes; freedom to design or select assignments; English-only areas at the university; exchange programs; self-paced courses; some short, intensive courses; more English writing assignments across the curriculum; and the option to test out of courses, for high-ability students. Recommendations for features to avoid included: non-motivating courses and materials; native language use in class; artificial English speaking activities; lazy students; heterogeneous grouping; too-difficult or -easy assignments and grading; large discussion classes; non-discipline-related course material; underqualified teachers; too-busy teachers; overemphasis on drills and exercises; and course decisions without student input. The questionnaire is appended. (MSE)

ED 424 783 FL 025 584

Anthony, Laurence
Preaching to Cannibals: A Look at Academic Writing in the Field of Engineering.
PUB DATE- 98
NOTE- 12p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Software Development; Definitions; *Discourse Analysis; *Engineering Education; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Journal Articles; Literature Reviews; Scholarly Journals; Second Language Instruction; *Technical Writing; Writing Instruction

This study applied the Create a Research Space (CARS) model, a discourse model for research-based technical writing, to the introductory sections of 12 award-winning articles in the field of software engineering published in a major professional journal. The model analyzes the "move" structure of the writing. In the initial analysis of the articles, it became clear that the model's terminology needed clarification and the continuum than had younger alumni. Among men, those at the middle, transitional, stage were less likely to rate the institution as helpful than those at either of the other two stages. Among women, but not men, completion of a bachelor's degree was associated with the dominant learning stage. Five data tables are appended. (Contains 14 references.) (MDM)

ED 424 802 HE 031 597

Pike, Gary R.

The Constant Error of the Halo in Educational Outcomes Research. AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Freshmen; College Seniors; *College Students; Higher Education; *Learning Experience; *Learning Theories; Models; *Outcomes of Education; *Self Evaluation (Individuals); Student Attitudes; Tables (Data); Universities

IDENTIFIERS- *AIR Forum; College Student Experiences Questionnaire; *Halo Effect; University of Missouri Columbia

This study examined whether halo error--the masking of college gains by general gains in intellectual development--influenced students' ratings of their learning and development during college. A total of 1,084 first-time freshmen at the University of Missouri-Columbia (MU) completed the College Student Experiences Questionnaire (CSEQ) during the winter 1996 semester, and 1,604 seniors completed the MU Senior Survey in the winter 1996 or winter 1997 semesters. It was found that, for freshmen, halo error generally accounted for more than one-half of the explained variance in students' ratings; for seniors, halo error accounted for one-quarter to one-half of the explained variance in ratings. The results indicated that halo error in students' ratings of their learning and development during college affected observed relationships between reports of college experience and gains. For freshmen, a comparison of traditional and halo models revealed that halo error tended to mask differential effects of college experience. Although the results were less pronounced for seniors, the results still indicated a lack of differentiation in traditional models of college effects. Six data tables and two figures are appended. (Contains 48 references.) (MDM)

ED 424 803 HE 031 598

Serban, Andreea M.; Burke, Joseph C.

The Impact of State Budget Cuts on Public Higher Education 1990-96: The Cuts Are Clear; The Consequences Are Cloudy. AIR 1998 Annual Forum Paper.

PUB DATE- 98

NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; *Budgeting; Campus Planning; Costs; Educational Finance; Educational Planning; *Educational Policy;

institutions and individuals. (Contains 14 references.) (CH)

ED 424 821 HE 031 675

Ferren, Ann S.
Senior Faculty Considering Retirement: A Developmental and Policy Issue. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series Inquiry #11.
PUB DATE- 98
NOTE- 37p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aging in Academia; Career Change; *College Faculty; Early Retirement; Educational Economics; Educational Environment; *Faculty College Relationship; Higher Education; Human Capital; Interviews; Mandatory Retirement; Participative Decision Making; *Preretirement Education; Private Colleges; Quality of Working Life; Retirement Benefits; *Teacher Retirement; *Tenured Faculty; Work Environment

This paper, one in a series about the priorities of the professoriate, examines the retirement decision-making of senior faculty, along with some of the key questions faced by administrators in light of the elimination of mandatory retirement. The first part of the paper reviews some general institutional issues, such as faculty turnover, faculty productivity, the changing institutional financial environment, and the human resources impact of retirement incentive programs. The second part of the study is based on interviews with 20 full-time tenured faculty at a medium-sized private university (10 men and 10 women, ranging in age from 55 to 66). Interviews covered such topics as satisfaction of faculty with their careers, timing of career changes, alternatives to full-time work, and retirement benefits. Analysis of the interview findings led to ten policy recommendations for changing the fundamental relationship between institutions and faculty. The recommendations include developing a culture of collegiality, becoming involved in faculty career guidance, encouraging faculty to reassess personal and professional goals annually, providing financial planning information to faculty of all ages, making retirement incentive programs more generous, developing predictive models for faculty demand, broadening leave policies, facilitating informal retirement planning, developing alternative retirement program models, and encouraging retired faculty to remain engaged with the campus. (Contains 26 references.) (CH)

ED 424 822 HE 031 676

Licata, Christine M.; Morreale, Joseph C.
Post-Tenure Review: Policies, Practices, Precautions. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series Inquiry #12.
PUB DATE- 97
NOTE- 85p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Employment Qualifications; *Faculty College Relationship; *Faculty Evaluation; *Faculty Promotion; Higher Education; Institutional Administration; Personnel Policy; Policy Formation; Promotion (Occupational);

Development; *Workplace Literacy
IDENTIFIERS- Workforce Investment Act 1998

A review of literature and work with focus groups shows that, although adult education has always focused on helping undereducated adults prepare for work, since the early 1990s there has been emphasis on work force development (helping prepare the work force and get them into rewarding productive jobs) and workplace (organizational) change. A more systematic approach to training and education for employed and unemployed workers has been called for, especially in the new Workforce Investment Act (1998). Adult education can be a dynamic player in these new systems for improving the workforce and strengthening workplaces if adult educators follow the following guidelines: (1) be clear about who they are serving and what those customers' needs are; (2) involve stakeholders; (3) provide clear and relative learning objectives; (4) document program evaluation; (5) provide multiple learning opportunities; (6) establish a corps of well-prepared and well-supported professionals; (7) make efficient linkages between adult education and other services and opportunities; (8) provide appropriate learning facilities and technologies; (9) keep resources adequate and consistent; (10) establish mechanisms to protect the rights of workers; and (11) create state-level supports. Adult educators should prepare themselves for leadership roles and develop collaborative systems with other educators and the business and industrial sector. (16 references)

ED 424 364   CE 077 257

Fieldhouse, Roger
A History of Modern British Adult Education.
PUB DATE- 96
NOTE- 464p.; With Peter Baynes, Roseanne Benn, Walter Drews, John Field, Brian Groombridge, Mary Hamilton, John McIlory, Harold Marks, Ian Martin, Naomi Sargant, and research assistant, Vicky Fieldhouse.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Literacy; *Community Education; *Educational History; Educational Radio; Educational Television; Foreign Countries; Futures (of Society); Higher Education; Informal Education; Job Training; Literacy Education; *Open Universities; Vocational Education; Womens Education
IDENTIFIERS- *Great Britain

The purpose of this book is: to set the historical development of British adult education in its wider policy and ideological context; to examine its various forms and formulations; and to identify what purpose or purposes it has served. The 16 chapters are as follows: "Historical and Political Context" (Roger Fieldhouse); "The Nineteenth Century" (Roger Fieldhouse); "An Overview of British Adult Education in the Twentieth Century" (Roger Fieldhouse); "The Local Education Authorities and Adult Education" (Roger Fieldhouse); "Community Education: The Dialectics of Development" (Ian Martin); "Literacy and Adult Basic Education" (Mary Hamilton); "The Workers' Educational Association" (Roger Fieldhouse); "University Adult Education" (Roger Fieldhouse); "Residential Colleges and Non-Residential Settlements and Centres" (Walter Drews, Roger Fieldhouse); "Independent Working Class Education and Trade Union Education and Training" (John McIlroy); "The Open University" (Naomi Sargant); "Adult Education Auxiliaries

Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 19p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Adult Basic Education; Continuing Education; *Delivery Systems; *Education Work Relationship; Institutional Cooperation; Models; Multimedia Instruction; On the Job Training; Program Implementation; Skill Development; Teaching Methods; Whole Language Approach; *Workplace Literacy

This document presents the Project ALERT (Adult Literacy Enhanced & Redefined through Training) Workplace Literacy Project model. It describes each of the seven components of implementation: instructional delivery, staff development, recruitment, incentives, resources, organizational constraints, and union and management relations. Evaluation showed these components to be a strong approach to implementation. The implementation model used in the project describes the following components: orientation and site organization, site set-up procedures, staff set-up procedures, staff development session descriptions, educational resources, recruitment procedures, and delivery systems. (KC)

ED 424 381 CE 077 291

Brandenburg, Dale C.; Richey, Rita C.
Needs Assessment in Workplace Education. Based on Work Completed during Project ALERT. Workplace Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 37p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Continuing Education; *Education Work Relationship; *Educational Needs; Institutional Cooperation; Models; *Needs Assessment; On the Job Training; Program Implementation; Skill Development; Teaching Methods; *Workplace Literacy

Analysis of the Project ALERT (Adult Literacy Enhanced & Redefined through Training) Workplace Literacy Project produced a description of the needs assessment process, steps, and instruments that can be used for needs assessment in other workplace education projects. The data for the needs assessment were collected through the following methods: a written document detailing actual workplace literacy requirements, descriptions of employees, and organizational climate; records of interviews with employees and management; orientation and planning materials; and a comprehensive program plan. Site-specific components were also added to the needs-assessment model, and the program was pilot tested before being broadly implemented. The data collection instruments used during the needs assessment are appended. (KC)

ED 424 382 CE 077 292

Ruetz, Nancy; Jarvis, Mary; Sinclair, Irene
Apprenticeship Preparation. Instructor's Guide (Revised Edition for Publication). Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Life Education; High Risk Students; Higher Education; Home Economics; Information Technology; Mathematics Education; Mild Mental Retardation; National Standards; Performance Based Assessment; Science Instruction; Secondary Education; Self Evaluation (Individuals); Sex Differences; Student Attitudes; Teacher Edu Georgia; Minnesota; Wisconsin
IDENTIFIERS- Georgia; Minnesota; Wisconsin

This proceedings includes the following papers and carousel presentations: "Information Technology Related Career Development Needs of Secondary Vocational Teachers" (Joe W. Kotrlik, Betty C. Harrison, Donna H. Redmann, Cindy S. Handley); "Do Gender and Academic Risk Matter? Influences on Career Decision Making and Occupational Choice in Early Adolescence" (Jay W. Rojewski, Roger B. Hill); "Factors Perceived to Influence the Use of the Program of Activities" (Robert M. Torres, Thomas J. Dormody); "Sources of Influence on Students' Enrollment Decision in Post-secondary Vocational-Technical Education" (Brian A. Sandford, Robert M. Torres); "Linking the NCTM National Council of Teachers of Mathematics Standards to Emerging Vocationalism: A Promising Equation?" (Victor M. Hernandez-Gantes); "Integrating Academic and Vocational Education: An Investigation of the Attitudes and Curricular Values of Administrators and Faculty in the Wisconsin Technical College System" (Jerrilyn A. Brewer); "Gatekeepers of Family and Consumer Sciences/Secondary Home Economics Programs" (Susan K. Webber); "The Role of Social Awareness in the Employment Success of Adolescents with Mild Mental Retardation" (Rhonda S. Black, Jay W. Rojewski); "Motivational Needs of Students Enrolled in Agricultural Education Programs in Georgia" (Jeff Turner, Ray V. Herren); "Impact of Environmental Variables on Community College Dental Assisting Students Who Are At Risk" (Debra S. Daniels); "Student Perceptions of the Affective Experiences Encountered in Distance Learning Courses" (J.D. Thomerson); "Teacher Preparation for Workplace Skill Instruction" (Marcia A. Anderson); "Lessons Learned from an Analysis of Youth Apprenticeship Programs" (Clifton L. Smith); "Evaluating and Improving Tech Prep: The Minnesota Self-Assessment Model" (David J. Pucel, James Brown); "Teacher Characteristics and Activities that Contribute to Students' School-to-Work Transition" (B. June Schmidt, Curtis R. Finch); "Perceptions on Delivery of Biotechnology Instruction" (Dan Brown, Mike Kemp); "Linking the NCTM Standards and Career Curricula: Is Your School Ready?" (Victor M. Hernandez-Gantes); "Model Preservice Teacher Education Program for Agricultural Education" (Kirk A. Swortzel); "A Qualitative Evaluation of Temple University's Program VITAL, a Field-Based, Performance-Based Vocational Teacher Education Program" (Gloria Heberley); and "A Longitudinal Study of Classroom Problems and Strategies" (Betsy Orr, Cecelia Thompson, Dale Thompson). Many papers include substantial bibliographies. (MN)

ED 424 400 CE 077 323

Brown, Bettina Lankard
Academic and Vocational Integration. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

support workers in nontraditional careers, and less than half (48% of males and 41% of females) believed that women are able to choose any career they want or that it is important to increase the number of women in jobs usually held by men. When asked whether mothers with young children should work, 39% said yes and 43% said no. (Contains 22 references.) (MN)

ED 424 417 CE 077 392

Employer Roles in Linking School and Work: Lessons from Four Urban Communities.
PUB DATE- 98
NOTE- 112p.; For a related document, see CE 077 393.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Case Studies; Change Strategies; *Education Work Relationship; Educational Change; Educational Improvement; Educational Needs; Educational Practices; Experiential Learning; Government Role; High Schools; Integrated Curriculum; Labor Needs; Nonprofit Organizations; *Partnerships in Education; Position Papers; Role of Education; *School Business Relationship; *Urban Areas; Urban Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Employer Role; Kentucky (Louisville); Massachusetts (Boston); Pennsylvania (Philadelphia); Texas (Fort Worth)

To identify ways employers can strengthen the link between school and work, case studies of efforts to link school to work were conducted in four urban communities: Boston, Massachusetts; Fort Worth, Texas; Louisville/Jefferson County, Kentucky; and Philadelphia, Pennsylvania. Data were gathered from interviews with educators, members of the business community, and representatives of bodies devoted to linking school to work (for example, private industry councils, work force development councils, and school-to-work partnerships). All four communities showed evidence of the following: defining and implementing rigorous academic standards; embedding academic curricula in real-world contexts; introducing applied, hands-on pedagogy; and extending learning beyond the classroom through field-based investigations, teacher externships, community service, school-based enterprises, and work-based learning. It was concluded that employers can provide leadership in school reform by combining consistent support for district and school improvement with organized pressure to sustain and accelerate measurable progress and that employer improvement is particularly critical to strategies for reforming comprehensive high schools. The following challenges facing communities wishing to foster school-to-career programs were identified: moving from small pilots to significant scale; demonstrating improved student and school outcomes; building and sustaining support; and integrating school-to-career practices into a coordinated high school reform agenda. (Contains 85 endnotes.) (MN)

ED 424 418 CE 077 393

The Employer's Role in Linking School and Work: A Policy Statement by the Research and Policy Committee of the Committee for Economic Development.
PUB DATE- 98
NOTE- 80p.; For a related document, see CE 077 392.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

medical instruments and machines; number prefixes; frequency of treatment and medications; military time; reading a prescription; regions and directions in the body; introduction to body systems; skeletal system; muscular system; integumentary system; nervous system; respiratory system; circulatory system; digestive system; excretory system; endocrine system; reproductive system; genetics; metric system; common medical abbreviations; medical and chemical symbols; and additional vocabulary. Diagrams of anatomical systems are provided for students to label with appropriate body parts. (SK)

ED 424 434   CE 077 418

Adult Basic Education Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 63p.; For related documents, see CE 077 419-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Diacritical Marking; *Dictionaries; Learning Activities; *Literacy Education; *Spelling; *Spelling Instruction

This booklet, aimed at adult basic education students, pinpoints and summarizes a few common spelling rules to help make spelling easier, and includes a component on using the dictionary. In the text, each rule is presented with many examples. Exercises follow each spelling rule, allowing students the opportunity to apply the rule to specific words. The following rules are covered: (1) "ie" and "ei" words; (2) doubling the final consonant; (3) final silent "e"; (4) words ending in "y" and "c"; (5) forming plurals; (6) words ending in the "ble" sound; and (7) words that sound and look alike. The spelling section of the booklet also contains a spelling pretest, a posttest, and a checklist. The dictionary component of the booklet explains the different types of information found in the dictionary, such as entry words, guide words, definitions, syllabication, pronunciation, accent marks, abbreviations, people and places, homographs, idioms, prefixes and suffixes, and other information. A dictionary competency test is included. (KC)

ED 424 435   CE 077 419

Villemaire, Lorry
Quality Assurance Made Easy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 72p.; For related documents, see CE 077 418-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Learning; *Decision Making; *Education Work Relationship; Employer Employee Relationship; *Holistic Approach; Organizational Climate; Organizational Development; *Problem Solving; *Quality Control; Statistical Analysis; Teamwork; Work Environment
IDENTIFIERS- *Continuous Quality Improvement; *Quality Assurance;

institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and the chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach employees to use communication skills. Objectives include the following: initiate action in response to supervisor, instructor, or customer requests; interpret task-related communications, such as following, clarifying, or giving feedback to oral instructions; use English acceptable with supervisors, peers, and clients; engage in appropriate social interaction with supervisors, peers, and clients; use appropriate nonverbal communication; and organize information into an oral report. (YLB)

ED 424 455 CE 077 464

The Machinery of Management: Communication II (MM1). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 35p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Educators; Behavioral Objectives; *Business Correspondence; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; Reports; Supervisors; *Supervisory Training; Teacher Education; *Workplace Literacy; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Textile Industry

This curriculum package on communication--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners learn to read and interpret general vocational vocabulary. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 471 CE 077 480

Patterns for Success: Communication (P10). Workforce 2000 Partnership.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 96

NOTE- 34p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Adult Literacy; Behavioral Objectives; Carpeting; *Communication Skills; Curriculum Guides; *Education Work Relationship; Fashion Industry; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Networks; *Nonverbal Communication; Partnerships in Education; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Verbal Communication; *Workplace Literacy

IDENTIFIERS- *Textile Industry

This curriculum package on workplace communication skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in communication skills for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop verbal, nonverbal, and written communication skills. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

ED 424 472 CE 077 481

Patterns for Success: Organization and Learning Skills, Part I

"Maintaining and Waiving Confidentiality"; (14) "Responding to Suicidal Risk"; and (15) "The Supervisory Relationship." Appendixes include: (A) "Ethical Principles of Psychologists and Code of Conduct"; (B) "Patients' Mental Health Rights"; (C) "Ethical Guidelines for Professional Care in a Managed Care Environment"; (D) "Sample Informed Consent Form." (EMK)

ED 424 490 CG 028 765

Steiner, Hans, Ed.
Treating Adolescents. A Volume in the Jossey-Bass Library of Current Clinical Technique.
PUB DATE- 96
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; *Clinical Diagnosis; *Psychotherapy; Therapy

Adolescence is a time of unparalleled threat, change, challenge, and opportunity. Rates of psychopathology increase dramatically during adolescence, yet many therapists find it hard to engage with adolescents. The organization of this book follows the typical emergence of specific syndromes in the course of development. Chapters are: (1) "General Principles and Special Problems" (H. Steiner, S. S. Feldman); (2) "Disruptive Behavioral Disorders" (J. Lock); (3) "Substance Use and Abuse" (R. A. Powers, R. Matano); (4) "Depression" (J. Lock); (5) "Anxiety Disorders" (C. Hayward, J. A. Collier); (6) "Eating Disorders" (M. J. Sanders); (7) "Chronic Illness and Somatization" (J. A. Collier); (8) "Schizophrenia and Psychotic Disorders" (M. Thienemann, R. J. Shaw); and (9) "Psychiatric Trauma and Related Psychopathologies" (H. Steiner, Z. Matthews). (EMK)

ED 424 491 CG 028 766

Booth, Phyllis B.; Jernberg, Ann M.
Theraplay: Helping Parents and Children Build Better Relationships through Attachment-Based Play. Second Edition.
PUB DATE- 99
NOTE- 434p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Attachment Behavior; Caregiver Child Relationship; Children; Communication (Thought Transfer); Early Childhood Education; Family Counseling; *Parent Child Relationship; *Play Therapy

Theraplay, modeled on the natural, playful patterns of healthy interaction between parent and child, produces remarkable change in a short time for troubled families. It achieves its success by aggressively addressing four serious problems that prevent the development of the secure attachment relationship essential to healthy development: (1) inadequate structure in daily experience; (2) too little personal engagement; (3) insufficient empathic, nurturing touch; and (4) failure to provide the right kinds of challenge. Part 1 provides an

Rap, and Community" (R. Walcott); (7) "(Queer) Youth as Political and Pedagogical" (N. Rodriguez); (8) "Appropriating Queerness: Hollywood Sanitation" (S. R. Steinberg); (9) "Telling Tales of Surprise" (D. Sumara, B. Davis); (10) "Understanding Curriculum as Gender Text: Notes on Reproduction, Resistance, and Male-Male Relations" (W. F. Pinar); (11) "From the Ridiculous to the Sublime: On Finding Oneself in Educational Research" (S. de Castell, M. Bryson); (12) "Carnal Knowledge: Re-Searching (through) the Sexual Body" (K. G. Honeychurch); (13) "Unresting the Curriculum: Queer Projects, Queer Imaginings" (M. Morris); (14) "Queering the Gaze" (M. A. Doll); (15) "Fantasizing Women in the Women's Studies Classroom: Toward a Symptomatic Reading of Negation" (A. J. Pitt); (16) "On Some Psychical Consequences of AIDS Education" (D. P. Britzman); (17) "We 'Were Already Ticking and Didn't Even Know' It : Early AIDS Works" (R. Platizky); (18) "Of Mad Men Who Practice Invention to the Brink of Intelligibility" (W. Haver); and (19) "Autobiography as a Queer Curriculum Practice" (J. L. Miller). (EMK)

ED 424 512 CG 028 799

Muskin, Mary-Beth
Career Counseling through the Internet.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Career Planning; College Students; High School Students; High Schools; Higher Education; *Instructional Material Evaluation; *Internet; *Job Search Methods

The Internet has a wide array of information sources that the career counselor and student can choose from, depending on their goals. The Internet provides opportunities for job search as well as information for people interested in career clarification, career inventories, resume writing, and interviewing. This article focuses on evaluating web-based career information and explores ideas for developing that information for career counseling utilization with high school and college. Guidelines are provided to assist the user with understanding, validating, and checking the accuracy of information as they go through the decision-making process and the information selection process. "The Four W's" (who, what, when, where) are explained as they relate to information-source evaluation. A form for assessing web sites is provided. Types of information available and tips about how to tell if there is research backing the ideas are discussed under "The Web: Search and Seizure." (EMK)

ED 424 513 CG 028 800

Liu, Liang Y.
Economic Costs of Alcohol and Drug Abuse in Texas: 1997 Update.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; Cost Estimates; Drinking; Drug Abuse; Drug Use; *Economic Impact; *State Surveys; *Substance Abuse
IDENTIFIERS- *Texas

IDENTIFIERS- Prevention Enhancement Protocols System
A substantial knowledge base exists on reduction of tobacco use by youth. Effective prevention in this area can have major health and economic benefits. Information from research and prevention practice, organized by means of the Prevention Enhancement Protocols System (PEPS), is provided in the form of guidelines and recommendations for planning prevention programs. Topics presented are: (1) "How Did PEPS Develop the Practitioner's Guide?"; (2) "Why Focus on Tobacco Use among Youth"; (3) "How Big a Problem is Tobacco Use among Youth?"; (4) "General Recommendations: How Can Practitioners Have the Greatest Impact?" which makes suggestions for planning and implementing a successful prevention program; and (5) "What Works? Six PEPS Prevention Approaches." Six types of interventions are outlined: economic interventions, counteradvertising, retailer-directed interventions, multicomponent school-linked community approaches, tobacco-free environment policies, and restriction of advertising and promotion. The following information is presented for each approach: the goals of the intervention, rationale, objectives and activities of studies reviewed, level of evidence, and lessons learned from reviewed evidence. Several recommendations for practice are provided from the PEPS expert panel for each approach. Appendixes are: "Criteria for Establishing Levels of Evidence of Effectiveness," "Abbreviations and Glossary," and "Resource Guide." (EMK)

ED 424 534 CG 028 844

Kouzes, James M.; Posner, Barry Z.
Student Leadership Practices Inventory. Student Workbook.
PUB DATE- 98
NOTE- 30p.; For the "Facilitator's Guide", see CG 028 752.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; Guidance; Higher Education; *Leadership Training; Student Development; *Student Leadership; Workshops
This workbook provides information, answers to questions, and the "Student Leadership Practices Inventory" (Student LPI). After careful research with student leaders, similar to previous research in business, the Student LPI was designed to measure leadership practice in college students. The Student LPI helps college students discover the extent to which they engage in the five leadership practices: (1) "Challenging the Process"; (2) "Inspiring a Shared Vision"; (3) "Enabling Others to Act"; (4) "Modeling the Way"; (5) "Encouraging the Heart." Chapters in the Student Workbook are: (1) "Leadership: What People Do When They're Leading"; (2) "Questions Frequently Asked about the Student LPI"; (3) "Recording Your Scores," which explains both "Self" and "Observer" scoring; (4) "Interpreting Your Scores"; (5) "Summary and Action-Planning Worksheets." Ten suggestions (two for each leadership practice area) are provided for "meeting the leadership challenge." (EMK)

ED 424 535 CG 028 847

Espelage, Dorothy L.; Quittner, Alexandra L.; McKenna, Molly C.; Sherman, Roberta; Thompson, Ron
Treatment Outcome in Eating Disorders: A One-Year Follow-Up.

and Informal Learning" (Peter Baynes, Harold Marks); "Learning for Work: Vocational Education and Training" (John Field); "Broadcasting and Adult Education" (Brian Groombridge); "Women and Adult Education" (Roseanne Benn); and "British Adult Education: Past, Present, and Future" (Roger Fieldhouse). The book contains 1,035 references, notes on contributors, and an index. (YLB)

ED 424 365 CE 077 258

Home-School Liaison. Learning To Live in a Multi-Cultural Society. Final Report of a Series of Workshops Sponsored by the European Commission in 1994.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Community Development; Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Family School Relationship; Foreign Countries; *Migrant Education; *Minority Groups; *Multicultural Education; Racial Discrimination; *Role of Education; Social Integration; Socialization
IDENTIFIERS- France; Germany; United Kingdom

This report addresses the interface between school and home and how this relationship needs to be addressed sensitively and effectively. Part 1 discusses how adult education strategies aimed at parents of children suffering discrimination and at those exerting prejudices through mechanisms of socialization of these children could play a crucial role in overcoming xenophobia and intolerance and emphasizes the school's role as the forum for socialization. Part 2 addresses contextual factors affecting the home-school interface and a triple jeopardy of social, economic, and political marginalization being passed on to successive generations in the minority ethnic and migrant communities. It recommends a "Learning to Live in a Multicultural Society: Adult Education and Training Network." The aim of this network would be to help participants adapt good practice to their local circumstances and to develop policy recommendations. Next, a strategic framework for action with three strands: strategies for organizational change and development; strategies to achieve equality of opportunity for individuals from minority ethnic communities; and community development/capacity building is presented. Part 3 offers European perspectives and case studies on home-school liaison from the United Kingdom, France, and Germany to show the fundamental structural differences. Case studies are also provided for the Pontian Greeks and Tuscany. Part 4 lists ideas to develop good practice in home-school liaison and training ideas for improving home-school liaison. (YLB)

ED 424 366 CE 077 259

Wertheimer, Alison
Images of Possibility. Creating Learning Opportunities for Adults with Mental Health Difficulties.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 159p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Adult Basic Education; *Apprenticeships; Continuing Education; *Education Work Relationship; Institutional Cooperation; Mathematical Applications; Mathematics Instruction; On the Job Training; Program Implementation; Skill Development; Spatial Ability; Teaching Guides; Teaching Methods; Test Wiseness; *Whole Language Approach; *Workplace Literacy

This instructor's guide was used to help instructors present a course in test-taking skills and five areas that are tested in a standardized test used for apprenticeship screening at many manufacturing companies. The course description lists target audience, general objective, and typical results observed. The rationale for the whole language approach is presented. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lessons are organized into the following categories: verbal reasoning, numerical reasoning, abstract reasoning, mechanical reasoning, space relations, test-taking, and optional lessons. (Contains 12 references and a glossary of 68 terms.) (KC)

ED 424 383 CE 077 293

Jarvis, Mary I.; Hale, Yulonda
Communication on Computer. Improving Reading & Writing Skills Using a Computer. Instructor's Guide. Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 179p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Continuing Education; *Education Work Relationship; Institutional Cooperation; Learning Activities; *Microcomputers; Multimedia Instruction; On the Job Training; *Reading Instruction; Skill Development; Teaching Guides; Teaching Methods; Whole Language Approach; *Workplace Literacy; *Writing Instruction

This course is designed to enhance reading and writing skills. It is tied to an interactive computer program (The New Reading Disc) that provides opportunities for reading, hearing sentences read, and writing letters and memos. Special emphasis is placed on workers' understanding of the importance of their

DESCRIPTORS- *Academic Education; Curriculum Development; *Education Work Relationship; Employment Potential; *Integrated Curriculum; Postsecondary Education; Secondary Education; Skills; *Staff Development; *Tech Prep; *Vocational Education

This newsletter attempts to clarify the importance of academic and vocational integration in relation to emerging pedagogy, teaching and learning practices, and school-to-work efforts. One misconception about academic-vocational integration is that new theories overshadow its value. However, current research on teaching and learning supports a constructivist pedagogy and strategies for implementing constructivism reflect the philosophy on which academic and vocational integration is based. Another myth is that integration is losing ground to school-to-work and tech prep programs. In reality, these programs provide ways to enhance integration. Tech prep with a strong applied academic focus is grounded in an integrated, authentic, and highly relevant core curriculum. School-to-work efforts extend integration beyond subject area connections to include workplace experiences that afford social integration. To implement curriculum integration in the classroom, teachers require continuing education and skill development. Externships afford them opportunities to learn how academic and vocational concepts are applied on the job and ways to tie curriculum to the broader social purposes of the community. A third misconception is that academic/industry standards drive integration. Attention to generic transferable skills is consistent with vocational education's continued interest in preparing students for the workplace. Academic skills must reflect a person's ability to know and to relate learning to work applications; their measurement must be related to industry standards. In its effort to develop a coordinated set of competencies linked to academic, employability, and occupational standards, Ohio is developing the Career-Focused Education for Ohio's Students model that combines three types of Integrated Technical and Academic Competencies. (Contains 12 references.) (YLB)

ED 424 401   CE 077 327

Walker, Bonnie L.; Osgood, Nancy J.
The Importance of Sexuality Program Objectives to Long-Term Care Staff.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 15p.; For a related document, see CE 077 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging (Individuals); Allied Health Occupations Education; *Attendants; Attitudes; Educational Research; *Long Term Care; *Nurses Aides; *Older Adults; *Sexuality; *Staff Development; Tables (Data)

The opinions of long-term care staff were surveyed regarding the importance of objectives of a program that would provide staff education and training regarding the sexuality of older people. A literature review determined what staff needed to know about elderly sexuality, the needs of elderly people related to their sexuality, and how caregivers could best assist them in meeting those needs. A four-page booklet was developed and distributed to long-term staff at 4 locations; 97 staff from long-term facilities in Oklahoma, Virginia, and Michigan participated. Each booklet included a questionnaire asking for information about the individuals completing the survey and the 17 program

(120)
DESCRIPTORS- Career Education; Economic Change; *Education Work Relationship; Educational Improvement; Educational Needs; *Educational Policy; Employment Qualifications; Experiential Learning; Government Role; Labor Market; Labor Needs; Nonprofit Organizations; *Partnerships in Education; Position Papers; Role of Education; *School Business Relationship; Secondary Education; *Vocational Education; Work Environment; *Work Experience Programs
IDENTIFIERS- *Employer Role

This document, which is addressed to employers and others wishing to foster school-to-career programs, reflects the views of the Committee for Economic Development regarding employers' role in linking school and work. The following topics are among those discussed in chapters 1-3: youth and careers (present versus past labor markets, causes of trouble finding jobs, changing skill requirements, challenges for schools and society, costs of the skills gap); learning for the new economy (importance of raising academic achievement; school-to-career as a strategy for motivation and instruction; evidence regarding the effectiveness of programs linking school and work; importance of moving to scale); and employer roles in improving learning (promoting academic achievement through high standards and supportive company practices; advocating school-to-career reforms; providing work experience for students and teachers; facilitating employer participation through intermediaries). Chapter 4 discusses actions that schools and the government can take and makes the following recommendations to employers: support high academic achievement through policy and company practice; join and support intermediary organizations that link employers and schools; and participate in programs that use work experience to promote academic learning and career exploration. Appended are the addresses of 20 school-to-career resource organizations and contains 127 endnotes. (MN)

ED 424 419 CE 077 396

Wood, George S., Ed.; Webber, Mary Margaret, Ed.
Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (17th, Muncie, Indiana, October 8-10, 1998).
PUB DATE- 98
NOTE- 197p.; For the 1997 conference, see ED 412 370.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; *Continuing Education; *Educational Research; Higher Education; Participatory Research; *Research Methodology; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Welfare Reform

This proceedings contains 30 papers: "What Matters in Planning a Conference" (Ahmed et al.); "Faculty Motivations for Learning To Teach at a Distance with Instructional Technology" (Armstrong); "The Use of Literature in Qualitative Research" (Austin, Babchuk); "Reading Women's Lives" (Baker-Clark); "Faculty Perceptions of Adult Students and Their Learning Needs" (Beverly, Clark); "Assessing Teaching Style Preference and Factors that Influence Teaching Style Preference of Registered Dieticians" (Carr); "Implementing Learning Contracts" (Chiang); "Constructionism Theory to Web-based Course Design" (Conceicao-Runlee, Daley); "Literacy, Life Skills, Training and Transition in a Correctional Facility" (Cooper); "The Long-Term Impact of American Adult Educators on

Statistical Process Control

Designed to help adult learners realize the importance and necessity of implementing continuous quality improvement (CQI) in a rapidly changing, competitive, and modern world of work, this document presents a comprehensive explanation of CQI. The following topics are discussed in the book's introduction and seven chapters: importance of quality in the workplace; definitions of CQI; W. Edwards Deming's philosophy and teachings about CQI (Deming's 14-point philosophy of CQI and 7 deadly sins interfering with implementation of CQI); the CQI organizational culture (underlying values and beliefs, information utilization to improve quality, employer-employee relationships in the CQI organizational culture, traditional versus CQI management styles); the customer (CQI and past, present, and future customers; CQI and internal versus external customers; the importance of customer satisfaction); establishing CQI standards (process, quality standards, control); statistical process control (role of statistics in statistical process control; use of checklists, cause-and-effect diagrams, flowcharts, histograms, trend charts, control charts, Pareto charts, and scatter diagrams in statistical process control); team building (stages of team development, conflict resolution, feedback, typical team problems and solutions); and six steps in problem solving (identify the problem, gather and analyze the data, analyze and implement the solution, prevent problems). (MN)

ED 424 436 CE 077 420

Reading Comprehension Skills through Workplace Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 98

NOTE- 126p.; For related documents, see CE 077 418-419 and CE 077 431-436.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Competency Based Education; *Education Work Relationship; Individual Development; *Integrated Curriculum; Learning Activities; *Literacy Education; Occupational Safety and Health; Problem Solving; *Reading Comprehension; Reading Processes; Reading Skills; Reading Strategies; Skill Development; Teamwork; Total Quality Management; *Workplace Literacy

IDENTIFIERS- Quality Assurance

This document contains a competency-based workplace literacy curriculum that is intended to develop workers' reading comprehension skills by building on their prior knowledge and integrating job-related reading materials actually used by workers on the job with other academic reading materials and textbooks. Designed to be used in conjunction with the commercially produced Barnett Loft Specific Reading Skills Series, the curriculum consists of six units that are each based on actual texts used in real workplaces. Learners read the texts and complete accompanying exercises designed to foster development of the following reading comprehension skills: locate an answer, detect a sequence, follow directions, get facts, use the context, get the main idea, and draw conclusions. Each unit contains the following: lesson plan, exercises and accompanying narratives, exercise answers, and competency test. A variety of exercise formats are included, assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach how to write comprehensively. Objectives include the following: write information in clear, logical, and complete manner; organize information into a brief written report; write short notes or simple memos; and write letters using correct structure and sentence style. (YLB)

ED 424 456 CE 077 465

The Machinery of Management: Communication III (MM1). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 33p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; *Communication Skills; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; Supervisors; *Supervisory Training; Teacher Education; *Verbal Communication; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on communication--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach communication skills. The specific objective is to organize information into an oral report. (YLB)

ED 424 457 CE 077 466

The Machinery of Management: Leadership (MM2). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 65p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama

(P11). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 24p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Learning Strategies; *Listening Comprehension; *Listening Skills; Literacy Education; Needs Assessment; *Notetaking; *On the Job Training; Promotion (Occupational); Skill Development; Speech Communication; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on organization and learning skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for organization and learning skills; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities referenced in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on listening and notetaking skills. (KC)

ED 424 473 CE 077 482

Patterns for Success: Organization and Learning Skills, Part II (P12). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 21p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Learning Strategies; Listening Comprehension;

overview of the method through the following components: (1) "Learning the Basics of the Theraplay Method"; and (2) "Understanding Why Theraplay Is Effective." Part 2 considers strategies: (3) "Structuring Theraplay Treatment"; and (4) "Working with the Child"; and (5) "Working with Parents or Other Caretakers." Part 3 deals with Theraplay applications: (6) "Problems in Regulation"; (7) "Autism and Pervasive Developmental Disorders"; (8) "Physical Disabilities"; (9) "Children Who Have Been Abused and Traumatized"; (10) "Children Who are Adopted or in Foster Care" (S. Lindaman); (11) "Adolescents"; and (12) "Group Theraplay" (P. Rubin). Appendixes include: (A) "Procedures for Obtaining Certification as a Theraplay Therapist"; (B) "Marschak Interactive Method"; and (C) "Theraplay Activities by Dimension." Recent research on attachment, autism, stress and trauma, and new thinking on child development is integrated in this revised edition. (EMK)

ED 424 492   CG 028 767

Seligman, Linda
Selecting Effective Treatments: A Comprehensive, Systematic Guide to Treating Mental Disorders. Revised Edition.
PUB DATE- 98
NOTE- 502p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Diagnosis; Counseling; Counselor Training; Individual Development; *Mental Health; *Psychotherapy; Therapy

This book presents an overview of the major types of mental disorders, accompanied by treatment models that are structured, comprehensive, grounded in research, and likely to be effective. Chapter topics are: (1) "Introduction to Effective Treatment Planning"; (2) "Mental Disorders in Infants, Children, and Adolescents"; (3) "Situationally Precipitated Conditions and Disorders"; (4) "Mood Disorders"; (5) "Anxiety Disorders"; (6) "Disorders of Behavior and Impulse Control"; (7) "Disorders in which Physical and Psychological Factors Combine"; (8) "Personality Disorders"; (9) "Disorders Involving Impairment in Awareness of Reality: Psychotic and Dissociative Disorders"; and (10) "The Future of Diagnosis and Treatment Planning." Each diagnostic chapter works from an overview of the category through a description of each disorder together with typical client characteristics, preferred therapist characteristics, intervention strategies, and prognosis. In this way preferred treatments are matched to understandings of the disorder, the client, and the therapist. Recommended readings and at least one case example with a client map for organizing the data are included for each chapter. (Author/EMK)

ED 424 493   CG 028 768

Ryan, Gail, Ed.; Lane, Sandy, Ed.
Juvenile Sexual Offending: Causes, Consequences, and Correction. New and Revised Edition.
PUB DATE- 97
NOTE- 491p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Child Abuse; Evaluation; Family

This report provides an update of the costs of alcohol and drug abuse for 1997. The 1997 costs were estimated by multiplying the percent changes in various socioeconomic factors from 1989 to 1997 by the cost estimates. The adverse health and social consequences of substance abuse extensively increased costs to the state. The total economic costs of alcohol and drug abuse in Texas were estimated at $19.3 billion in 1997. More than 60 percent of the costs resulted from lost productivity ($8.1 billion) and premature death ($3.9 billion) caused by substance abuse. On a per capita basis, the 1997 amount translates to $1,001 per man, woman, and child in the state. Cost estimates are presented in charts and tables with discussion. Core costs include cost of treatment, morbidity (lost productivity), and mortality (premature death). Direct cost variables studied include crime, motor vehicle crashes, social welfare administration, and fire destruction; indirect costs include productivity losses due to victimization, incarceration, and criminal careers. Costs due to diseases are related to AIDS, Hepatitis B, and perinatal substance exposure. Methods used, data sources, and adjustment factors are discussed. Comparison costs for 1989, 1994 and 1997 are appended. (Author/EMK)

ED 424 514   CG 028 801

Beach, Johnston
Assessment of the United States Military Academy's Academic Program Outcome Goal: Understand Human Behavior.
PUB DATE- 98
NOTE- 83p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998). Some figures marginally legible.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Higher Education; *Instructional Innovation; *Military Schools; *Outcomes of Education; Program Effectiveness; Program Evaluation; Psychology
IDENTIFIERS- *Military Academy (West Point) NY

The assessment model used to examine the human behavior outcome goal had three components: purpose, principles, and process. The purpose was to improve programs and respond to external agencies. Six principles provided a framework and addressed three general criteria: effectiveness, efficiency, and accuracy. The process contained four components: (1) assess learning model; (2) assess program design; (3) assess program implementation; (4) assess goal achievement. The initial cycle of this iterative process took two years to complete. The overall model of this evaluation with an emphasis on the process of the evaluation is presented. The mission and educational goal of the Military Academy are cited, and the process by which the academic program outcome goals are derived is explained. Process, content, and outcomes of cadet experiences, courses, sequencing of courses, implementation of programs including academic and nonacademic programs are assessed; findings and program design are discussed. Models are presented that locate the learning goal in courses taught in each class year. Assessment worksheets, measures, and detailed findings are appended. (EMK)

ED 424 515   CG 028 802

Hartung, Paul J.; Leong, Frederick T. L.; Grotti, Shannon D.; Goh, David; Gaylor, Michael

PUB DATE- 98
NOTE- 35p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Eating Disorders; *Females; Medical Services; *Outcomes of Treatment; Therapy

The effectiveness of an outpatient eating disorders treatment program was evaluated for 50 women over a 1-year follow-up period. Unlike many eating disorders programs now in place, this data was collected at a time when this program had relatively few exclusion criteria for potential participants; anyone with an eating disorder not requiring intensive inpatient medical care was allowed to enroll. Methods, procedures, and measures used are described. Findings are presented in two sections: (1) changes in eating disorders symptomalogy and associated features from pretreatment to immediate posttreatment; and (2) findings from the 1-year follow-up. Results indicate that women who attended an 8-week outpatient program for eating disorders demonstrated significant improvement from pretreatment to immediate posttreatment; that is, a decrease in depression and disordered eating was found. Several pretreatment variables were found to be predictive of clinician-rated success at the end of treatment. Examination of follow-up responses yielded three interesting groups including participants who were symptom free, those who were depressed but reported no eating disordered symptoms, and a group that reported both clinical levels of depression and disordered eating thoughts and behaviors. These findings are discussed. (Contains 7 tables and 26 references.) (Author/EMK)

ED 424 536 CG 028 848

Wilkinson, Anna V.; Iscoe, Ira; Holahan, Charles J.
Psychological, Contextual, and Social Determinants of Safe Sex Behavior.
PUB DATE- 98
NOTE- 13p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *Behavior Standards; College Students; *Health Promotion; Higher Education; *Sex Education; *Sexuality; *Social Behavior; Young Adults
IDENTIFIERS- *Safe Sex Practices

This paper reports on a study that developed a model of sexual risk-taking behavior that included psychological measures, as well as social or demographic factors, and contextual variables. The study seeks to contribute to the knowledge based used when designing health promotion or disease prevention programs that promote safer sexual practices among young Americans. Study participants (n=613) completed an anonymous self-report survey in late 1995. The "Theory of Planned Behavior" is applied as a theoretical framework for the development of a model of sexual risk-taking behaviors that includes psychological measures as well as social and

Feldhusen, John F.
Talent Development, Expertise, and Creative Achievement.
PUB DATE- 98
NOTE- 21p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Advanced Placement; Advanced Students; *Career Development; Counseling Services; Elementary Secondary Education; *School Guidance; Student Development; *Talent; Youth

It is clear that highly talented, precocious youth who are motivated to develop their talents need teachers, curriculum, and peers who are able to operate educationally at advanced levels. They should be provided the educational challenge needed to sustain and encourage development of their talents to the highest levels of creative achievement or expertise. Definitions of terms and constructs are considered. A case is developed for special schools or classes for these students. Issues of identification of talented youth, teachers, and peer experiences are considered. Specific counseling services directed toward gifted and talented youth are also considered. A variety of learning experiences is consequently needed. Optimum development and motivation of talented students can best be realized when there is good personal, social, educational, and career planning with goal setting and effective metacognitive control and self-regulation on the part of talented youth. Counseling approaches to guide and support the developmental process are described which are designed to help youth identify and plan for their own optimum development. Contains 37 references. (Author/EMK)

ED 424 556 CG 028 899

Woll, Stanley B.; Navarrete, Juan B.; Sussmann, Lauren J.; Marcoux, Sara
College Students' Ability To Reason about Personally Relevant Issues.
PUB DATE- 98
NOTE- 17p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *College Students; *Decision Making Skills; Higher Education; Logical Thinking; *Thinking Skills

This study examined college students' ability to reason about everyday issues. Previous studies are reviewed and it is concluded that issues studied in the past were often not truly "everyday." For this study, 30 students responded to 10 issues, including 4 personal and 4 personally relevant political issues. Students circled one of two positions on the issue and were asked to give arguments for the position (pro arguments), followed by arguments against it (con arguments), or vice versa. Responses were coded in three ways: a count of sentences written, a count of different pro and con arguments, and an expert rating for quality of arguments. Results for each

ED 424 576 CS 216 501

Mercier, Judith D.; Mercier, Peter J.
And the Survey Says: How Students Assess the Value of Freshman-Writing Programs.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Writing; *College English; College Juniors; College Seniors; *Freshman Composition; Higher Education; Questionnaires; *Student Attitudes; Student Surveys; Tables (Data); *Writing (Composition); Writing Skills

The purpose of this study is to determine whether college juniors and seniors view their freshman-writing instruction as beneficial and to assess its impact on the writing they do within their specific disciplines. Although a great deal of theory surrounds the teaching of freshman writing, very little research has been done to assess its effectiveness from the students' point of view once they start writing within their disciplines. The present research, utilizing a survey which was administered to a sample of 297 juniors and seniors at three colleges/universities in the Hampton Roads area of Virginia, primarily address the following questions: (1) How do students assess the value of their freshman-writing instruction?; (2) How does a non-discipline-specific freshman-writing curriculum impact discipline-specific writing challenges?; and (3) Is the writing in a student's chosen discipline more valuable to her than the instruction and practice she found in her freshman-writing program? Results indicate that students' perceptions about the value of freshman writing vary according to their majors. Findings suggest that students in the humanities and social sciences rated the writing they do in their disciplines as being more valuable than that which they did in their freshman writing classes, and students in business, engineering, and technology thought the reverse. (Contains 7 tables of data and a sample 11-page student questionnaire.) (Author/CR)

ED 424 577 CS 216 502

Langer, Judith
Beating the Odds: Critical Components Boost Student Performance.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Classroom Research; Cultural Pluralism; Educational Research; Elementary Secondary Education; *English Instruction; *High Achievement; *Instructional Effectiveness; Literacy; Teacher Behavior

A number of research projects in the field of English education and literacy are beginning to yield findings about both instruction and achievement in a variety of circumstances. Findings across the projects point to three critical components comparison are presented, and findings are discussed and related to other research on the topic. Observations from reading students' answers are offered, and future directions for research on informal reasoning are proposed. Experimental questions and sample issues are appended. (Contains 2 figures, 3 tables, and 13 references.) (EMK)

ED 424 557 CG 028 904

Lonsway, Kimberly A.; Klaw, Elena L.; Berg, Dianne R.; Waldo, Craig R.; Kothari, Chevon; Mazurek, Christopher J.; Hegeman, Kurt E.
Beyond No Means No: Outcomes of an Intensive Program To Train Peer Facilitators for Campus Acquaintance Rape Education.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Peer Counseling; *Prevention; *Rape; Trainers; Training; Workshops

As part of a larger multimethod evaluation, the present study examined the effects of a uniquely intensive rape education program. Participants included 74 undergraduates (53 women and 21 men) enrolled in Campus Acquaintance Rape Education (CARE), a semester-long university course designed to train peer facilitators to conduct rape education workshops. Ninety-six students (58 women and 38 men) enrolled in a general human sexuality course constituted a specialized comparison group. First, quantitative analysis of pre- and postcourse responses suggested that comprehensive attitude change occurred for students in CARE but not for those in the human sexuality course. Next, qualitative analyses explored the differences between pre- and postcourse responses to videotaped scenarios involving (hetero)sexual conflict. Responses suggested that as a result of participating in CARE, both women and men became more willing and able to directly express themselves and assert their needs in ways that facilitated increased sexual communication. Finally, follow-up investigation conducted 2 years after course participation revealed that CARE students were less accepting of cultural rape myths than those in the human sexuality course. Findings are presented and discussed. (Contains 2 tables and 24 references.) Author/EMK)

ED 424 558 CG 028 907

Hughes, William
Substance Abuse Policies in Ohio Schools.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discipline Policy; High Schools; Policy Analysis; Policy Formation; *School Policy; *Substance Abuse
IDENTIFIERS- *Ohio

Ohio substance abuse policies, discipline codes, and educational drug abuse prevention programs are reviewed. An effective substance abuse policy is an essential element in the school's efforts to deal with drug and alcohol use. In many U.S.

that make a difference in student performance: connections, conversation, and exploration and analysis. This research is carried out by the Center on English Learning and Achievement in classrooms at all grade levels across the United States. Many of the research projects investigate classrooms where students beat the odds--that is, their learning and achievement are higher than that of students in comparable schools elsewhere, even as they face a variety of problems including high poverty levels and large numbers of children learning English as a second language. Common findings indicate that, in the most successful classrooms being studied, teachers constantly make overt connections between the content and skills being taught and used, and things the students already know or have previously studied. Further, across classrooms of excellence, conversation functions as a way for students to think about and learn concepts and broader substantive issues, as well as to gain ways to develop proficiency in the language rules that mark knowing in the particular subject area. Finally, successful classrooms encourage students not just to engage with a topic, but to explore and analyze it, using inquiry and creativity. In classrooms that beat the odds, students have many such opportunities. (SR)

ED 424 578 CS 216 503

Hourigan, Maureen M.
Critical Literacy in "White Ethnic" Classrooms: When Empowered Writing Reveals Class.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Grammar; Higher Education; Lower Class; *Socioeconomic Influences; *Student Attitudes; Student Empowerment; Teaching Methods; Writing Assignments; *Writing Attitudes
IDENTIFIERS- Academic Discourse

A basic writing course instructor attempted to facilitate her students' survival in the academy by demystifying writing conventions while teaching them how to analyze discourses about literacy, especially in relation to cultural and economic forces. Students were asked to design an ideal basic writing course as a final journal assignment. Instruction in the institutionalized definition of "good writing" was what they wanted most. The "empowering" assignments the instructor had considered successful (letters to the editor, demanding crackdowns on drug-infested housing projects, for example) had no place. Students' responses from the following semester helped the instructor to realize that her students felt that a mastery of sophisticated grammar constructions would guarantee their place in the middle class, while the "real world" writing she required, supported as it was by examples from their own lives, identified them as lower class economically, an identity they cared not to confront. Three student essays are attached. (RS)

ED 424 579 CS 216 511

Adler-Kassner, Linda

1998). Paper is a version of work from the author's Master's thesis.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communism; Content Analysis; *Periodicals; Political Attitudes; *Political Issues; Politics
IDENTIFIERS- Global Awareness; McCarthy (Joseph); *McCarthyism; *Retelling

National periodicals constructed their retellings of McCarthyism in problematic ways. They failed to remember the numerous actors who contributed to McCarthyism, and instead focused on Senator Joseph McCarthy as someone who took the necessary anti-Communism to an extreme. Periodicals held realist world views and clamored for objectivity in retelling the story of McCarthyism. This metonymical public memory supported a passive "tolerance" for McCarthyism. This memory is problematic, for it is a creative forgetting of the aspects of history which did not mesh with the orthodox view of the past. (Contains 71 notes and 73 references.) (Author)

ED 424 596 CS 509 900

Finucane, Margaret O.; Algren, Margaret E.
A Pilot Study Investigation of the Socialization of Part-Time Faculty Members in Academic Settings.
PUB DATE- 97
NOTE- 55p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Research; Faculty College Relationship; *Higher Education; *Interprofessional Relationship; *Part Time Faculty; Pilot Projects; *Socialization; *Teacher Attitudes
IDENTIFIERS- Ohio (Northeast)

A pilot study interviewed 8 part-time faculty members at universities or colleges in Northeast Ohio to investigate the socialization of part-time faculty members in academic settings. Results showed that part-time faculty: (1) often feel isolated and lament not being able to establish professional and personal relationships with peers; (2) believe that lack of professional development can have serious consequences on the quality of classroom instruction and their own career advancement; and (3) who have had extensive experience in the classroom are more likely to be satisfied with socialization opportunities available to them. Extensive quotes from interviewees' remarks provide insight into the research questions. (Contains 26 references; an appendix contains the interview form.) (SR)

ED 424 597 CS 509 925

Jensen, Gina
Judges as the Centrality of Forensics: An Examination of Norms & Training in Forensics Adjudication.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).

promoted to the first grade after their year in kindergarten. The results show that, even with remediation, the retained students lagged a year behind their nonretained counterparts. The findings support the hypothesis that retained students had significantly lower academic achievement than their nonretained peers. (Contains 13 references.) (RJM)

ED 424 617 EA 029 322

Hartman, William T., Ed.; Boyd, William Lowe, Ed.
Resource Allocation and Productivity in Education: Theory and Practice. Contributions to the Study of Education, Number 71.
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Decision Making; Educational Administration; Educational Economics; *Educational Equity (Finance); Educational Policy; Elementary Secondary Education; Models; Productivity; *Resource Allocation

This book analyzes microlevel resource-allocation practices from a variety of levels within the educational system: the school board, district administration, building level, and classroom. Chapters include: "Productive Schools from a Policy Perspective: Desiderata, Designs, and Dilemmas" (W. L. Boyd); "The Politics of Educational Productivity" (W. L. Boyd and W. T. Hartman); "The New Politics of Information in Education: Five Dimensions of the Change from District-Level to School-Site Financial Analysis" (E. V. Randall, B. S. Cooper, S. T. Speakman, and D. Rosenfield); "The Role of the School Board in Resource Allocation" (E. M. Chichura and W. T. Hartman); "Reconciling Equity and Excellence: Resource Allocation in School Districts" (P. Coleman, S. Easton, and L. LaRocque); "Understanding Resource Allocation in High Schools" (W. T. Hartman); "Allocation and Distribution in Resources in High Schools" (M. B. Sartori); "Transcending the Effects of School Size on the High School Curriculum" (D. H. Monk); "Resource Use and Student Achievement in Elementary Schools" (R. A. Rossmiller); and "A Policy Framework for School Resource Allocation" (D. E. Mitchell). (RJM)

ED 424 618 EA 029 374

Gold, Anne
(Women and) Educational Management.
PUB DATE- 96
NOTE- 13p.; Paper presented at the European Union-funded conference, "Gender Equity for 2000 and Beyond" (Dublin, Ireland, October 21- 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Administrator Education; *Educational Administration; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Instructional Leadership; *Leadership Styles; School Administration; Supervisory Methods; *Women Administrators
IDENTIFIERS- *Europe; *Gender Issues

An analysis of women's roles in education is presented. The paper to enhance the effectiveness of school-based instructional improvement. (Contains 30 references.) (RJM)

ED 424 637 EA 029 400

Cobb, Ora, Jr.; Lindle, Jane Clark; Rinehart, James S.
How Does a Principal Use Kentucky's High Stakes Assessment To Monitor and Improve Student Learning?
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; *Educational Administration; *Educational Change; Elementary Secondary Education; High Risk Students; Models; *Principals; Student Evaluation
IDENTIFIERS- *High Stakes Tests; *Kentucky

This paper explores Kentucky's Education Reform Act (KERA) for improving at-risk students' scores to see if the strategies in one middle school improved standardized and state-performance-based assessment results. The study encompasses two purposes: to use a forced-entry regression model to detect which independent variables were predictors of success for "at-risk" students on the Kentucky Instructional Results Information System (KIRIS), and to offer an analytic model for principals to use in examining the impact of specific school reform initiatives and selected intervention strategies. The paper offers a literature review that discusses Effective Schools research, explains the background for KERA and KIRIS, and then describes the basis for the specific strategies addressed in a particular school for improving at-risk students' scores. Results indicate a surprising contrast between two remedial programs: Title I and ESS. The paper presents two models that could be imitated by other schools and school councils in examining strategies for improving school results. (Contains 54 references.) (RJM)

ED 424 638 EA 029 403

Reed, Cynthia J.
Student Leadership and Restructuring: A Case Study.
PUB DATE- 98
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Case Studies; *Educational Change; High School Students; High Schools; *School Restructuring; *Student Attitudes; Student Leadership; *Student Participation; Student School Relationship

This study analyzes high school students' leadership roles and experiences during an urban school's restructuring. For the study, interviews, focus groups, documentation of meetings and activities, document analysis, and the involvement of students were considered. The report emphasizes the roles that students played within the school and why; who the students were who tended to get involved; how students were involved in the public/private partnerships, effective management, work-force skills development, promoting success, and eliminating barriers. Eight appendices list the charge of the task force, targeted-improvement program charts, a corporate partnership on managerial excellence, and other information. (RJM)

ED 424 657 EA 029 428

Task Force on Education Funding Equity, Accountability, and Partnerships. Final Report.
PUB DATE- 98
NOTE- 102p.; For the preliminary report and technical supplements, see EA 029 427-430.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Cooperative Programs; *Educational Equity (Finance); Educational Finance; *Educational Legislation; Elementary Secondary Education; High Risk Students; *Participation; *Partnerships in Education; Program Descriptions; School Community Relationship
IDENTIFIERS- *Maryland (Prince Georges County)

In 1997, Maryland formed the Task Force on Education Funding Equity, Accountability, and Partnerships. The group made a comprehensive review of education funding and programs in grades K-12 to ensure that students throughout Maryland have an equal opportunity for academic success. The task force's final report features the membership roster, the status of the task force's interim recommendations, and successful 1998 legislative initiatives, such as limited-English-proficiency grants, targeted-improvements grants, a teacher development program, a professional development program, school library programs, school construction in Prince George's County, and other measures. Initiatives needing continued support, as well as areas requiring further study, such as a student-enrollment count methodology and employment of retired teachers, are also detailed. The bulk of the report is contained in six appendices, which provide the full text for various house bills, including school accountability funding for excellence; Prince George's County school construction; workers' compensation--students in unpaid work-based-learning experiences; and the scholarship program for prospective teachers. Some approaches for determining student enrollment and distributing education aid to local school systems, and a summary of recommendations and responses by the Maryland State Department of Education are also provided. (RJM)

ED 424 658 EA 029 429

Task Force on Education Funding Equity, Accountability, and Partnerships. Technical Supplement, Volume I.
PUB DATE- 97
NOTE- 347p.; For the preliminary and final reports and the "Technical Supplement, Volume II," see EA 029 427-430.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Cooperative Programs; *Educational Equity (Finance); Educational Finance; *Educational Legislation; Elementary Secondary Education; High Risk Students; *Participation; *Partnerships in Education; Program Descriptions; School Community Relationship
IDENTIFIERS- *Maryland (Prince Georges County)

This technical supplement presents various reports on education coalition, its standards represent a powerful and influential consensus on leadership. (RJM)

ED 424 678 EA 029 457

Bechely, Lois N. Andre; Bernstein, Stuart
Building Parent Leadership in Curriculum Reform through School/University Collaboration.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Curriculum Development; Educational Cooperation; High Schools; Higher Education; Leadership; *Parent Participation; Parent School Relationship; Participative Decision Making; Program Effectiveness; School Based Management; School Organization
IDENTIFIERS- Los Angeles Unified School District CA; University of California Los Angeles

This study presents a report on parents' participation in a leadership-development project in which parents constructed their own leadership roles for improving children's educational opportunities and outcomes. The text focuses on parents working in collaboration with other parents, school administrators, and university faculty and staff. The paper presents a brief review of parent-involvement literature as related to parents' participation in local school leadership roles. It describes the 3-year collaboration between Center X of the Graduate School of Education and Information Studies at UCLA and two high school complexes in the Los Angeles Unified School District. The goals of the collaboration were to provide parents with substantive knowledge about changes in curriculum and instruction and how these changes supported education for social justice. The preliminary themes that emerged from a collaborative investigation centered around how a small group of diverse parents began to use the knowledge they gained to construct new or redefined leadership roles for themselves. The importance of using a professional-development approach for parent education in curricular and policy contexts is emphasized. (RJM)

ED 424 679 EA 029 458

Bennett, Nigel D.
Creative Leadership and the Culture of Effective Schools: Evidence from English Primary Schools.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Elementary Education; Foreign Countries; *Instructional Leadership; Leadership; Leadership Qualities; Professional Development; *School Administration; School Culture; *School Effectiveness; *Teacher Attitudes
IDENTIFIERS- *England; Office for Standards in Education (England)

The Office for Standards in Education (OFSTED), which arranges

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Debate; Debate Format; Higher Education; *Judges; *Oral Interpretation; Pilot Projects

A pilot study analyzed oral interpretation ballots collected at two college forensics tournaments to determine the average number and classifications of comments on the ballots. A total of 1,737 comments from 304 ballots of oral interpretation events (prose, poetry, program, duo, and dramatic) were analyzed. Results indicated a mean of 5.71 comments per ballot and a total of 25 classifications of comments (including vocal delivery, introduction, characterization, emotion, and physical delivery). Findings suggest that interpretation ballots are productive tools for facilitating student improvement. On the whole, judges try to use the ballot as an educational tool. Further research should focus on specific events in the hopes of better understanding each of the oral interpretation arenas. (Contains a table of data and 25 references.) (RS)

ED 424 598 CS 509 926

Barbour, Alton
On the Difference between Knowing and Knowing about.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Colorado Speech Association (Denver, CO, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Educational Theories; *Experiential Learning; Higher Education; *Learning Processes; Learning Strategies; *Memory; Teaching Methods

This essay explores the characteristic failure of traditional formal educational methods to teach the learner much which will remain for long in that person's memory. It discusses a physiological model of learning/remembering and compares it to some other models and metaphors of cognition. It distinguishes between learning and remembering, and identifies two ways of knowing and two kinds of knowledge. The paper concludes with a discussion of laboratory learning as a way of reinforcing cognitive learning with experiences which involve the learner on more than one level of learning and knowing. (Contains 30 references.) (Author)

ED 424 599 CS 509 927

Barbour, Alton
Group Methods and Affective Learning.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cognitive Structures; Elementary Secondary Education; Group Dynamics; *Group Instruction; *Instructional Effectiveness; *Learning Activities; Learning Experience; Learning Processes; Learning Strategies; Learning Theories; Teaching Methods

This essay is an examination of the efficacy of group methods in addresses three basic themes about educational management and women: why women should go into educational management; what women bring to educational management; and how more women can be encouraged to go into educational management. The paper suggests that women should have equal access to power and resources, that women bring a different style of management to education--one that fosters relationships and growth--and that women who go into education should have a clear career plan that helps them to become school leaders. Two ways that more women can be led into education management entail encouraging them formally through good professional-development structures that include "women-friendly" management-development courses and developing a system that requires women to encourage each other more informally through networking. The paper suggests that education that is managed by women will be differently managed; their collaborative style will pay attention to teamwork, consensus, and empowerment, all of which reflect the educational values of many women teachers. (RJM)

ED 424 619 EA 029 375

Gold, Anne
"Power To" or "Power Over": Reflections on Issues of Power Raised in Development Courses for Educational Managers.
PUB DATE- 97
NOTE- 12p.; Paper presented at a conference of the European Network for Improving Research and Development in Educational Management (Orebro, Sweden, September 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; *Administrator Education; *Educational Administration; Elementary Secondary Education; Females; Higher Education; *Individual Power; Professional Development; School Administration; Supervisory Methods
IDENTIFIERS- Gender Issues

The management style of a school leader deeply influences the ethos of a school. To explicate the workings of power in such leaders, an analysis of education management styles is presented here. The paper works from the premise that effective and productive management styles are empowering. The text acknowledges how difficult it is to frame a usable discourse about power and management styles and sets out to relate particular choices of management styles with access to power and an understanding of the uses and effects of power. It links initial societal experiences of power with an understanding of the effects of that power and offers ways of talking about power and management styles that relate directly to fundamental principles of education and management. The paper focuses on the intersection of different sites of empowerment, on interrupting stereotypical management styles, on choosing a suitable management style, and on emancipatory leadership in the market place. It is concluded that previous experiences of power make it difficult for managers to talk about power because such conversations are usually framed within rigid and limiting categories of race/ethnicity, class, and gender. (Contains 16 references.) (RJM)

ED 424 620 EA 029 382

Pena, Robert A.
Principals, School Nurses and Other Health Care Providers: An

restructuring; and how students, teachers, and administrators viewed this involvement. Four conclusions are discussed: natural tensions that occurred based on differences inherent in students', teachers', and administrators' roles; the role of the building leader and how participation is defined and orchestrated by that person; the factors beyond the building-level leadership that also influenced student involvement, such as readiness of students, apathy, the need for coordination of efforts, teacher readiness, and clear understanding of boundaries; and the realization that simply involving all partners in decision-making does not guarantee that educational processes will improve. The paper addresses factors surrounding this type of restructuring, such as curriculum and philosophy, rationales for involving students, and what it might take for schools to become democratic communities. (Contains 63 references.) (RJM)

ED 424 639 EA 029 405

Lockwood, Anne Turnbaugh
Standards: From Policy to Practice. Controversial Issues in Education.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Competency Based Education; Educational Change; Educational Quality; Elementary Secondary Education; Excellence in Education; Outcomes of Education

This book helps with the implementation of academic standards and reviews the reflections and experiences of educational leaders who have been pioneers in the standards movement. The text features a brief overview of some of the questions that surround the topic of standards for content and performance. These questions include: why do we need such standards?; what should students learn and in what manner?; how should standards be set and by whom?; are these standards solely for the college bound or are all students held to equally high expectations?; how should student performance on content standards be assessed?; and what implications do standards for content and performance have both for schools and teachers? Topics covered include standards in the context of democracy, standards-based mathematics reform in practice, equity in the standards movement, standards for English language learners, and English-as-a-second-language standards enacted. Each chapter features a brief introduction of the topic and the expert who is cited. (Contains 14 references and a selected bibliography.) (RJM)

ED 424 640 EA 029 406

Alvy, Harvey B.; Robbins, Pam
If I Only Knew...: Success Strategies for Navigating the Principalship.
PUB DATE- 98
NOTE- 223p.; Foreword by Roland S. Barth.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

in Maryland. The text opens by describing education financing in Maryland, sources of revenue, policy goals guiding state aid, and expenditures and spending differences. The report discusses the relative importance of federal, state, and local funding and includes a national comparison, a summary of past studies concerning elementary and secondary education, an overview of Baltimore city public schools reform legislation, and other information. It details state aid and trends in the 1990s and features an overview of education equity, local wealth, and tax efforts. There is a discussion of maintenance-of-effort issues, policy goals guiding state aid, a brief history of state education aid, and various approaches Maryland uses to distribute education aid. The text also describes expenditures and those factors contributing to spending differences among school systems. This discussion includes the report by a task force on dropout prevention, intervention, and recovery and an expert panel discussion of at-risk programs. An overview of the Prince Georges County public school system is included. In each section there is a longitudinal analysis to provide historical perspective. An appendix provides a program-by-program description of many of Maryland's education aid programs. (RJM)

ED 424 659   EA 029 430

Task Force on Education Funding Equity, Accountability, and Partnerships. Technical Supplement, Volume II.
PUB DATE- 97
NOTE- 340p.; For the preliminary and final reports and "Technical Supplement, Volume I," see EA 029 427-429.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Cooperative Programs; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; High Risk Students; *Participation; *Partnerships in Education; Program Descriptions; School Community Relationship; School Construction
IDENTIFIERS- *Maryland

This technical supplement presents various reports on education in Maryland. The materials include: (1) papers on the state of Maryland's public school construction program, including supplemental material, and a focus report on Prince George's County public schools; (2) a report on system renovations, aging school program, and supplemental aging school program; (3) pubic school construction funding and allocation process; (4) Maryland partnerships in education; (5) accountability in education (a briefing document and a full report); (6) the Maryland State Department of Education's (MSDE) presentation on information management issues; (7) using the Maryland School Performance Program data and school improvement in Howard County; (8) the Maryland School Performance Assessment Program interpretation for Allegany County Public Schools; (9) school improvement in Harford County Public Schools; (10) MSDE fact sheets for national board for professional teaching standards, regional professional development networks, and recommendation of strategic direction for professional development; (11) teaching for America's future; (12) performance-based teacher licensure system in Maryland; (13) the report of the task force on school-enrollment audits; (14) approaches to determining student enrollment and distributing education aid to local school systems; and (15) an overview of performance audits to evaluate MSDE's procedures for distributing and monitoring aid to local subdivisions. (RJM) for the inspection of all primary and secondary schools in England, uses a model of leadership as part of its comprehensive handbook on inspection. This paper will look at the cultures of a number of effective schools to see to what extent they are congruent with OFSTED expectations and at the role of heads and chairs of governors in bringing these cultures about. The report presents the perspectives of teachers, drawing on teacher interviews collected as part of the Managing for Efficiency and Effectiveness in Primary Schools Project, which began in 1996. In addition to the interviews, teachers were asked to complete a questionnaire that compared schools that were hierarchical and bureaucratic to those where the basis of operation was one of the collegial interaction of autonomous professionals. The text emphasizes the means through which policies were constructed, the basis of decisions, and the relationship between policy planning and practice review. Staff were asked to indicate where on a set of six categories they rated their school currently and where in the same set they felt their ideal school would sit. The 10 questions addressed the nature of current and ideal cultures; the degree of consistency between the current and the ideal; consistency across schools; consistency across subgroups; current culture by subgroup; and other factors. (RJM)

ED 424 680 EA 029 459

Moller, Jorunn
The Norwegian Principal: The Impact of National and Local Culture.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Cultural Context; *Cultural Influences; Educational Environment; Foreign Countries; *Instructional Leadership; *Principals; School Administration; *School Culture; Secondary Education
IDENTIFIERS- *Norway

This article provides a snapshot of educational administration and leadership in Norway. The article describes the Norwegian context and the country's educational system. It reports on a small study that was part of a cross-cultural exploration into the principalship, offering a discussion based on interviews of principals from four upper-secondary schools: Soltun, Borgen, Granlien, and Stranda. Each school is briefly described, followed by a synopsis of the principals' typical day, their management styles, their relationships with individuals and groups, how they deal with uncertainty and conflict, and their thoughts on being a male or female principal. The report identifies and highlights some aspects of principalships that may be related partly to Norwegian culture in general and to the local history and established traditions of the single school in particular. The analysis is framed by cultural dimensions developed by Geert Hofstede's study of cultural influences on management in the private sector. Results show that none of the principals felt too much stress. The findings reveal the difficulty in attributing impacts on principalship to national culture. (RJM)

ED 424 681 EA 029 460

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Adult Programs; Case Studies; *Educational Needs; *Educational Opportunities; *Educational Practices; Empowerment; Financial Support; Foreign Countries; Inservice Teacher Education; *Mental Disorders; Participation; Partnerships in Education; Program Development; Questionnaires; School Community Relationship; School Counseling; Services; Special Needs Students; Staff Development; Student Certification; Student Evaluation
IDENTIFIERS- *England; *Wales

This book, which is the product of a national survey of all further education colleges and local education authorities in England and Wales, explains how adult educators can create learning opportunities for adults with mental health difficulties. The chapter topics are as follows: setting the scene; labels applied to people with mental health difficulties; participation and empowerment; overcoming barriers to successful learning; making successful learning happen; building alliances; funding; access, guidance, and assessment; support for learning; accreditation and progress; and staff development and training. Each chapter identifies good practice in local education authority and college provision and describes innovative approaches and achievements of existing educational provision in meeting the learning needs of adults with mental health difficulties. All chapters end with a list of key themes and issues and a brief checklist of questions for organizations. A summary section emphasizes the importance of the following: inclusive, student-centered approaches; awareness raising; range of learning opportunities; partnerships; funding;leadership; staff development; quality; and looking ahead. The book contains 67 references. Appended are the following: addresses of 15 useful organizations; text of those features of the Disability Discrimination Act of 1995 that are relevant to further education; list of case study institutions; and survey questionnaire. (MN)

ED 424 367 CE 077 260

Mayo, Marjorie
Imagining Tomorrow. Adult Education for Transformation.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Case Studies; *Community Education; Community Organizations; Consciousness Raising; Developed Nations; Developing Nations; *Economic Development; *Education Work Relationship; Educational Benefits; Educational History; Educational Objectives; Educational Principles; Educational Theories; Empowerment; Foreign Countries; Literacy Education; Political Power; Role of Education; *Social Change; *Sustainable Development; Theory Practice Relationship; Voluntary Agencies; Volunteers; Workplace Literacy
IDENTIFIERS- Freire (Paulo); *Great Britain

This book examines the impact of globalization, economic restructuring, and the enhanced role of community and voluntary organizations in the provision of education in Great Britain and elsewhere. The following topics are discussed in the book's eight chapters: the implications of the market-led approach to adult education as a means of economic and social development and alternative perspectives based on the thinking of Gramsci, jobs and how they fit into the total process of axle production. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lessons are organized into the following categories: identifying parts of computers; job activities and duties; job terminology; workplace changes; editing; letters and memos; manufacturing process; manufacturing gears; sequential order of work-related events; alternative fuels; main idea; problem-solving steps; stating and supporting an opinion; locating details. Also included are reading activities and writing exercises. (KC)

ED 424 384   CE 077 294

Jarvis, Mary I.
Customization of Multimedia Instruction Template for Low Literates. Effective Communication on Computer-Lessons for Use with New Reading Disk. Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 10p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Computer Software Development; Continuing Education; *Education Work Relationship; Institutional Cooperation; Learning Activities; *Microcomputers; *Multimedia Instruction; On the Job Training; Skill Development; Teaching Methods; Whole Language Approach; *Workplace Literacy; *Writing Instruction

The Project ALERT (Adult Literacy Enhanced & Redefined through Training) Workplace Literacy Project consisted of a partnership between Wayne State University, the Detroit Public schools, and several city organizations, unions, and manufacturers in the automobile industry, which formed to meet employees' job-specific basic skills application needs in manufacturing and service operations, through the development of whole language curriculum and training. One of the courses developed during the project was a multimedia course based on "The New Reading Disc." A similar disk was developed for the project, customized for a manufacturing site in Detroit to include terminology, photos, videos, and topics of interest to low-literacy workers. Developing the disk took approximately 150 hours and included the following components: deciding what topics to include; determining terminology; interviewing workers; allocating topics to formats; researching; writing texts; checking texts for readability; finding photos; obtaining permissions to use photos; taking original videotapes; editing videotapes to go with text; scanning pictures into computers; writing scripts; making voice overlays; imputing components into hard drive; and transferring customized portions to site. The product was user objectives. Respondents ranked objectives from 1-17 with 1 being the most important and 17 the least. "Understanding that older people's needs and wants related to intimacy, sensuality, and sexuality vary widely just as they do for younger people" was the objective that received the highest ranking. The two objectives that received the lowest rankings were "Identifying appropriate responses to masturbation" and "Identifying issues related to homosexuality." Pearsonian correlation coefficients were calculated and indicated differences among the staff related to political views, degrees of religiosity, experience, age, and other demographic variables. (Six data tables are appended.) (YLB)

ED 424 402 CE 077 328

Walker, Bonnie L.
The Relationship between Staff Religiosity and Attitudes toward Elderly Sexuality.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 25p.; For a related document, see CE 077 327.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Allied Health Occupations; Allied Health Occupations Education; Attendants; *Attitudes; Educational Research; *Long Term Care; Nurses Aides; *Older Adults; Questionnaires; *Religion; *Sexuality; Staff Development; Tables (Data)

The relationship between religiosity and the knowledge, attitudes, and practices of long-term care staff related to elderly sexuality was investigated. Participants were 127 long-term care staff recruited at 8 sites in Oklahoma, Michigan, Virginia, California, and Maryland. Participants' positions included nurses, housekeepers, administrators, and other support personnel. The survey used in the study was designed to be an evaluation instrument for staff training materials and so items were criterion-referenced to the training objectives. The study team developed 159 forced choice items (agree/disagree) that were assigned to 1 of 4 forms, each of which also included a 2-page questionnaire asking participants to provide information about age, gender, educational level, ethnicity, religiosity, political philosophy, marital status, health, and whether they were currently in a sexually intimate relationship. Analysis indicated significant differences related to religiosity occurred for 15 of the 159 items. Religiosity was not a significant predictor of total score or scores on the knowledge, attitudes, and practices subtests for the entire group or for African American and white subpopulations. Further research was suggested to replicate these findings on other populations of long-term care staff. (Appendixes include 10 data tables and the instrument.) (YLB)

ED 424 403 CE 077 340

Kucker, Marsha; Smith-Rockhold, Gloria; Bemis, Dodie; Wiese, Vickie
Putting the Pieces Together: Integration of Academic and Vocational Technical Education. South Dakota Integration Training Model. 2nd Edition.
SPONS. AGENCY- South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.
PUB DATE- 98

International Graduate Students" (Cutz, Atchade); "The Urban Context" (Daley et al.); "Low-Literate Blue-Collar Male Workers" (Davis-Harrison, Martin); "Boundaries and Beliefs among Teachers of Adults" (Dirkx et al.); "Fostering Adult Learner Success in the Community College Experience" (Dirkx et al.); "Cognitive Development of Adult Undergraduate Students" (Fishback, Polson); "Integrating the Functions of Teaching, Research, Service and Income Generation through Participatory Action Research" (Folkman, Rai); "Amanda's Story" (Geerling); "Learning To Write for the GED General Educational Development Exam" (Hansman, Wilson); "Pooling It All Together" (Holtorf); "Jumping to Warp Speed with Our Vision Blurred" (Jenkins); "Sustaining Activism" (Kovan); "What I Learned about Change I Learned in Practice, Not from the Literature" (Kreitzer); "The Impact of Welfare Reform on the Delivery of Adult Literacy Instruction" (Martin, Fisher); "Co-Creating Knowledge" (Mealman, Lawrence); "Critical Reflection in Practice" (Rocco); "The Assessment of Student Learning Outcomes in Management and Business-Related Adult Accelerated Degree Completion Programs in the Coalition for Christian Colleges and Universities" (Sherlock); "Praxis Not Consensus" (Smith, Hansman); "Adding Value" (Springer); "Affirmative Action Accountability" (Zawacki, Abraham); and "Learning Organizations" (Bashore). (SK)

ED 424 420   CE 077 398

Promotion of Linkage between Technical and Vocational Education and the World of Work. UNEVOC Studies in Technical and Vocational Education, Number 10.
PUB DATE- 97
NOTE- 139p.; Product of the International Project on Technical and Vocational Education (UNEVOC). Final report and papers ("simplified") from the UNEVOC International Expert Meeting on the Promotion of Linkage between Technical and Vocational Education and the World of Work (Tokyo, Japan, February 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Academic Achievement; *Education Work Relationship; Educational Needs; Educational Practices; Educational Trends; Financial Support; *Foreign Countries; Independent Study; *Information Networks; *Multimedia Instruction; Needs Assessment; Position Papers; Postsecondary Education; *School Business Relationship; Secondary Education; Student Evaluation; Teacher Role; Trend Analysis; *Vocational Education
IDENTIFIERS- Australia; Brazil; Germany; Indonesia; Japan; Korea

This document contains seven papers about and from an international meeting on promoting linkage between technical and vocational education and the world of work. The first paper, a Final Report on the "International Expert Meeting on the Promotion of Linkage between Technical/Vocational Education and the World of Work (Tokyo, Japan, 3-6 February 1997)," examines the following: the meeting's purpose; main points raised in the keynote and country papers and multimedia presentations; major issues (major implications of multimedia and networks and their use to develop competencies through self-learning; financing of the development of multimedia approaches; evaluation of student achievements through multimedia methods; and new roles of teachers); field visits connected with the meeting; and recommendations to United Nations Educational, Scientific and Cultural Organization (UNESCO) member states. The following six papers constitute the including open-ended questions, multiple choice questions, and fill-in-the blank exercises. Lesson plans contain the following: competency, objective, lesson outline, methodology, and resources. The following topics are covered in the texts: personal development, workplace health and safety, problem solving, team building, quality assurance, and total quality management. (MN)

ED 424 437 CE 077 431

Personal Development: A Call to Excellence.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 42p.; For related documents, see CE 077 418-420 and CE 077 432-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Individual Development; *Life Satisfaction; Motivation; On the Job Training; Quality of Working Life; *Self Actualization; *Self Esteem; *Self Evaluation (Individuals); Workplace Literacy

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. It discusses personal development, providing readers with new insights and positive ways of thinking and feeling about themselves, others, places, and things in their lives. The booklet's emphasis is mainly on self-esteem, attitudes, motivation, and goal setting. The first section examines factors that influence self-esteem: the body, mind, inner power, emotion, intuition, environment, experiences, and relationships. The second section focuses on factors that hinder personal development, including rejection, comparisons, role expectations, guilt, resentment, clutter, and negativity. The final section in the booklet discusses four ways to develop oneself through positive responses, visualization and affirmation, and goal setting. The booklet includes practical, hands-on exercises that allow readers to put theory into practice. (KC)

ED 424 438 CE 077 432

Team Building Concepts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 31p.; For related documents, see CE 077 418-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Communication Skills; *Employer Employee Relationship; *Labor Conditions; Management Teams; On the Job Training; *Organizational Development; Participative Decision Making; *Quality of Working Life; *Teamwork; *Work Environment; Workplace Literacy

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. It briefly explains how team building concepts affect businesses in new ways and how they help create an environment that provides job satisfaction for everyone and

Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; *Conflict Resolution; Curriculum Guides; Employment Potential; Instructional Materials; Interpersonal Competence; Job Skills; Job Training; *Leadership; Leadership Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Problem Solving; Production Technicians; Supervisors; *Supervisory Training; Teacher Education; *Transfer of Training; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on leadership--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. Objectives include the following: identify appropriate workplace and classroom behavior; demonstrate appropriate ethical behavior for workplace and classroom; identify effective problem solving strategies; identify situations in which employer and instructors usually expect work or school to have priority over personal affairs; identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion; demonstrate ability to transfer skills learned in one job situation to another; demonstrate ability to differentiate, sort, and classify information; and demonstrate ability to solve interpersonal conflict on the job. (YLB)

ED 424 458   CE 077 467

The Machinery of Management: The Art of Interviewing (MM3). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 51p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

*Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; *Problem Solving; Promotion (Occupational); *Questioning Techniques; Skill Development; *Workplace Literacy
IDENTIFIERS- *Following Directions; *Textile Industry

This curriculum package on organization and learning skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for organization and learning skills; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on asking questions and following directions. (KC)

ED 424 474 CE 077 483

Success Skills for the Textile Industry: Communication (SS1).
Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 73p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; *Communication Skills; Communication (Thought Transfer); Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; Promotion (Occupational); Reading Skills; Skill Development; *Verbal Communication; *Workplace Literacy; Writing Skills
IDENTIFIERS- *Textile Industry

This curriculum package on communication is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for communication; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning

Problems; *Juvenile Justice; Rehabilitation; *Sexual Abuse; *Therapy; Victims of Crime; Youth Problems; Youth Programs
IDENTIFIERS- *Juvenile Sex Offenders

A comprehensive resource on juvenile sexual offense, this book provides information on the abused and the abuser, and on the cycle of abuse and appropriate treatment. Part 1 provides an overview of "The Problem of Juvenile Sexual Offending," including: (1) "Sexually Abusive Youth: Defining the Population" (G. Ryan); and (2) "Incidence and Prevalence of Sexual Offenses Committed by Juveniles" (G. Ryan). Part 2, "Theoretical Perspectives," covers: (3) "Theories of Etiology" (G. Ryan); (4) "Sexual Development in Infancy and Childhood" (F. M. Martinson); (5) "Deviancy: Development Gone Wrong" (B. F. Steele, G. Ryan); (6) "The Sexual Abuse Cycle" (S. Lane); (7) "Phenomenology: A Developmental-Contextual View" (G. Ryan); and (8) "The Families of Sexually Abusive Youth" (G. Ryan). Part 3, "Consequences of Sexual Abuse," includes: (9) "Consequences for the Victim of Sexual Abuse" (G. Ryan); and (10) Consequences for the Youth Who Has Been Abusive" (G. Ryan). Part 4, "Intervention in Juvenile Sexual Offending," includes: (11) "The Evolving Response to Juvenile Sexual Offenses" (G. Ryan); (12) "Program Development" (F. H. Knopp, R. Freeman-Longo, S. Lane); (13) "The Legal System's Response to Juvenile Sexual Offenders" (J. Heinz, G. Ryan); (14) "Comprehensive Service Delivery with a Continuum of Care" (S. Bengis); and (15) "Assessment of Sexually Abusive Youth" (S. Lane). Part 5, "Treatment of Sexually Abusive Youth," reviews: (16) "Integrating Theory and Method" (G. Ryan, S. Lane); (17) "Special Populations: Children, Females, the Developmentally Disabled, and Violent Youth" (S. Lane, C. Lobanov-Rostovsky); (18) "The Family in Treatment" (J. Thomas); (19) "Creating an 'Abuse-Specific' Milieu" (G. Ryan); and (20) "Aftercare: Community Integration Following Institutional Treatment" (W. C. Greer). Part 6, "Prevention," addresses: (21) "Perpetration Prevention: Primary and Secondary" (G. Ryan). Part 7, "Working with Sexual Abuse," discusses: (22) "The Impact of Sexual Abuse on the Interventionist" (G. Ryan, S. Lane). (EMK)

ED 424 494 CG 028 770

Perry, William G., Jr.
Forms of Intellectual and Ethical Development in the College Years: A Scheme. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cognitive Development; *College Students; *Ethics; Higher Education; *Metacognition; Moral Development; *Student Development; Young Adults

A path from adolescence into adulthood is mapped from the accounts of college students. The evolution in students' interpretation of their lives is seen and understood through changes in the "forms" in which they conceptualize the issues they face. These forms characterize the underlying structures that students explicitly or implicitly impute to the world, especially those structures in which they construe the nature and origins of knowledge, of value, and of responsibility. Their journey and their unfolding views of the world are illustrated in their own words. This work is reissued in its entirety with additions reflecting elaborations on the model over the past thirty years and application of the findings to a broader population of students. The original four-year study is

Birth Order Effects on Holland Type, Occupational Interests, and Values.
PUB DATE- 98
NOTE- 30p.; Paper presented at Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Order; College Students; Family (Sociological Unit); Higher Education; Medical Students; Personality Traits; Values; *Vocational Interests
IDENTIFIERS- *Hollands Theory of Occupational Choice

This investigation examined in two different samples, whether only children differ significantly from firstborn and laterborn children in terms of their vocational personality type as described in Holland's RIASEC model, occupational interests, and work values. Literature on family configuration and vocational behavior is reviewed, and current theories relating career and family variables are discussed. Study 1 (medical students) examined the effects of birth order on vocational interest patterns and work values. ANOVA results indicated significant differences among three birth-order groups derived from a medical student sample in their vocational personality types, occupational interests, and work values. Support for birth-order differences in vocational type within a college student sample using ANOVA procedures failed to emerge in Study 2 (of college students), although some additional support was found for differences in occupational interests among the three birth-order groups. Findings from the two studies are related to each other and limitations are discussed. Research and counseling implications are addressed. (EMK)

ED 424 516 CG 028 803

Ellis, Albert
Three Methods of Rational Emotive Behavior Therapy That Make My Psychotherapy Effective.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Counseling Effectiveness; *Counseling Techniques; Psychotherapy; *Rational Emotive Therapy
IDENTIFIERS- *Ellis (Albert)

This paper discusses three serious cognitive-emotive errors clients make when they are confronted with situations that block their important goals and how to act against self-defeating errors and move on to greater mental health and self-actualization. Three of the main ways in which clients think, feel, and act against their best interests are: (1) they evaluate their own performances and try to correct and improve them, but along with that they rate their total self, their being, their personhood; (2) people evaluate others' ideas and feelings, and they often make global ratings of others; (3) people rate their environmental conditions as good or bad. As such, clients are actively encouraged to achieve three highly important cognitive-emotive-behavioral states: (1)

demographic factors and contextual variables. An overview of the theory and discussion of the operationalization of variables is presented. Results indicate that perceived social norms consistently predict safe sex behavior both directly as well as mediating the influence of some of the psychological variables on behavior. Therefore, promoting an environment in which safe sex is the norm appears to be a powerful means to reduce high-risk sexual behavior. Future research needs are discussed. (Author/EMK)

ED 424 537 CG 028 849

Hettich, Paul
Cognitive Development during and after College: Implications for Access Education.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Convention of the European Access Network (7th, Tallinn, Estonia, July 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cognitive Development; College Graduates; College Students; Higher Education; *Student Development; Teaching Methods; Thinking Skills; Young Adults

The "epistemological reflection model" of Marcia Baxter Magolda is reviewed, and the implications of her work for the education of college students are considered. Four levels of knowing are postulated by Baxter Magolda; these are "Absolute" knowing, "Transitional" knowing, "Independent" knowing, and "Contextual" knowing. The four stages are reviewed, and the implications for teaching approaches are discussed. Baxter Magolda studied college students as freshman (N=101) and again 5 years later after graduation. Of 70 who participated in the second study, 13 were graduate students. A sharp decline in Transitional knowing and consequent increases in Independent and Contextual knowing were found in the follow-up study. The application of the model to a specific classroom is discussed. Considerations regarding three major components of applicability (students, the teacher, and the constraints of the context) are discussed. Some out-of-class activities may contain elements that facilitate Independent and Contextual knowing. The theory is related to other work in the field, and the importance of the work is discussed. Contains 14 references. (EMK)

ED 424 538 CG 028 870

The Comprehensive Guidance Program in Utah.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Development; *Career Education; Career Guidance; High Schools; Program Effectiveness; Program Implementation; School Guidance
IDENTIFIERS- *Comprehensive Guidance Program Model (Gysbers); *Missouri Comprehensive Guidance Program Model; Utah

In response to public concern, the Utah Comprehensive Guidance Program Model was developed with guidance as a full-fledged education program. Adoption of the model in middle/junior high schools and high schools, and the relationship of training in the model and state funding are discussed in the

Freire, and Gelpi; past thinking about adult education for transformation in Great Britain, Scandinavia, Canada, and the United States and its relevance to contemporary debates on the topic; the experience of adult education for transformation in developing and developed nations; economic and employment issues and their implications for community and workplace education; community adult education and its relationship to changing and intensifying social needs; political aspects of strategies for transformation (analyzing political power and building alliances for transformation); strategies for combating discrimination and oppression in adult and community education; and cultures of resistance, countercultures, and counterhegemony. Case studies from Tanzania, Cuba, India, and Nicaragua and industrialized areas are used to illustrate the implications of adult learning for sustainable development for social justice, as defined by local communities themselves. Each chapter contains references. (MN)

friendly and was well received by participants. (KC)

ED 424 385 CE 077 295

Ruetz, Nancy
Effective Communication. Improving Reading, Writing, Speaking, and Listening Skills in the Workplace. Instructor's Guide. Workplace Education. Project ALERT.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 115p.; For other "Project ALERT" reports, see CE 077 287-302.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Communication Skills; Instructional Materials; Learning Activities; *Listening Skills; *Reading Skills; *Speech Skills; Staff Development; Teaching Guides; Transfer of Training; *Workplace Literacy; *Writing Skills

This instructor's guide contains materials for a 30-hour course that focuses on reading, writing, speaking, and listening and targets ways to improve these skills on the job. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lessons are organized into the following categories: introductory lessons and materials; reading lessons and materials; writing lessons and materials; listening and speaking lessons and materials; and newsletter production lessons and materials. Possible discussion topics for activation of prior knowledge and learning engagements are provided; supplementary reading materials and samples are suggested and provided when possible. Appendixes include a glossary, pre- and posttests, answer key, and supplementary materials--a family habits quiz derived from Stephen Covey's "Seven Habits of Highly Effective People." (YLB)

NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Education; Career Education; *Curriculum Development; Employment Potential; *Integrated Curriculum; Job Skills; Secondary Education; *Staff Development; Standards; *Student Evaluation; *Vocational Education

This document is a compilation of materials on integrating academic and vocational technical education. Section 1 presents integration basics, including a definition, its benefits, barriers, conditions required for integration, and models, pros, and cons. Section 2 focuses on curriculum alignment and provides steps for designing an integrated unit of study and sample time frame for course alignment. Section 3 addresses goal/rationale, concepts, essential questions, and theme. Section 4 provides materials on standards: the Secretary's Commission on Achieving Necessary Skills standards with examples of employability-related student activities, instructional strategy development form, and ideas for integrating employability competencies into academic courses. Section 5 provides materials on topics engaging instructional strategies, multiple intelligences, assessing how students learn, and activity planning forms. Section 6 on assessment covers the following: defining assessment, Bloom's taxonomy, comparison of typical and authentic tests, assessment methods and products, and rubrics. Section 7 contains a suggested agenda for a 2-day training session with related handouts and forms. Section 8 contains five project examples, each with these components: school district/address, subject/programs areas, goal, objectives, career readiness skills, career clusters, duration, materials/resources, instructional activities, and assessment. Section 9 is a glossary. (YLB) remainder of the document: "International Trends and Developments in Technical and Vocational Education" (Gregor Ramsey); "Technical Education and the World of Work: The Brazilian Context" (Ana Maria Lakomy); "Current Trends of TVET Technical and Vocational Education and Training in Germany" (Antonius Lipsmeier); "Linkage between Technical and Vocational Education and the World of Work in Indonesia" (Rina Arlianti); "Technical and Vocational Education in Japan" (Haruo Nishinosono); and "The Promotion of Linkage between Technical/Vocational Education and the World of Work in Korea" (Tae-Hwa Jung). (MN)

high-quality products for the customers. Topics covered include the following: (1) an overview of past and present organizational and management methods; (2) the theory of synergism; (3) characteristics of team building; (4) communication; (5) conflict resolution; and (6) evaluation. (KC)

ED 424 439 CE 077 433

Workplace Health and Safety.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 33p.; For related documents, see CE 077 418-420 and CE 077 431-436.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Career Development; Employer Employee Relationship; *Health Education; Health Promotion; *Labor Conditions; *Occupational Safety and Health; On the Job Training; *Quality of Working Life; *Safety Education; Stress Management; Substance Abuse; Time Management; *Work Environment; Workers Compensation; Workplace Literacy
IDENTIFIERS- Massachusetts

This booklet is one of six texts from a workplace literacy curriculum designed to assist learners in facing the increased demands of the workplace. It is a short guide to workplace health and safety issues, laws, and regulations, especially in Massachusetts. Topics covered include the following: (1) safety issues--workplace ergonomics, the Occupational Safety and Health Act of 1970, safety awareness at work, road safety; (2) health issues--smoke- and drug-free workplace, drugs/AIDS testing, Right to Know law on hazardous wastes, Massachusetts law on maternity benefits and maternity leave of absence, the Family and Medical Leave Act of 1993, Workmen's Compensation, stress, time management, Employee Assistance Program; and (3) health and safety legal issues--Equal Employment Opportunity laws, sexual harassment, cultural diversity, and signs of a high-quality working environment. (KC)

DESCRIPTORS- Adult Education; *Adult Educators; Behavioral Objectives; Communication Skills; Curriculum Guides; *Employment Interviews; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; *Personnel Selection; Pretests Posttests; Production Technicians; *Questioning Techniques; Supervisors; *Supervisory Training; Teacher Education; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on effective training skills for the art of interviewing--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. Objectives include formulating and asking questions and using appropriate nonverbal communication. (YLB)

activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on all areas of communication skills, including reading, writing, listening, and speaking. (KC)

ED 424 475 CE 077 484

Success Skills for the Textile Industry: Team Building (SS2). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 46p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Carpeting; Cooperative Planning; Course Content; Curriculum Guides; Educational Needs; Entry Workers; Fashion Industry; *Job Skills; Learning Activities; Listening Skills; Literacy Education; Needs Assessment; *On the Job Training; *Problem Solving; Promotion (Occupational); Skill Development; *Team Training; *Teamwork; *Workplace Literacy
IDENTIFIERS- *Textile Industry

This curriculum package on team building is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. The curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for team building; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on team building techniques for solving problems in the workplace. (KC) reported, including the development of the project, sample, interviewing process, ratings, analysis, limits, and significance of the study. The phenomenology of the students' experience is discussed. The model, a nine-position developmental scheme through which students move as they mature from "Basic Duality" toward "Commitment," is presented. Alternatives to growth are also discussed. In a final critique the psychological and philosophical setting of the study, its educational implications, and contributions are discussed. (EMK)

ED 424 495 CG 028 772

Rubinson, Florence D.
Designing Interventions for Preschool Children Exhibiting Behavioral Problems.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (To Environment); *Behavior Problems; *Intervention; *Preschool Children; Preschool Education; Psychoeducational Methods

This paper presents a model for generating school and home interventions for preschool children experiencing behavioral and social difficulties or developmental delays. Youngsters, at some point in their development, may display challenging behaviors that can be minimized, sometimes eliminated, with appropriate intervention. Current best practices suggest interventions that rely on collaborative problem solving with family members and school staff, and provide consultation to caregivers. Comprehensive assessments examine the relationship between environmental and within-child variables. Functional assessment, a main feature of the model, provides a framework for intervention design. The intervention process begins with identification of target behaviors. Acknowledgement of warning signs that predict under what circumstances the target behaviors may occur is then vital in preventing these behaviors. The most important aspect of the intervention plan is developing proactive prevention efforts. Prevention includes modification of environments, development of skills and alternative behaviors to replace target behaviors, reinforcement programs, and changes in caregiver behavior. Finally, if prevention strategies fail, intervention strategies are designed for caregiver response to the target behavior. Case material is used to present basic techniques for behavior change. (Author/EMK) unconditional self-acceptance; (2) unconditional other-acceptance; and (3) high frustration tolerance. (EMK)

ED 424 517 CG 028 804

Farber, Barry A.
Tailoring Treatment Strategies for Different Types of Burnout.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Counseling; Elementary Secondary Education; Self Esteem; *Teacher Burnout; Teacher Effectiveness; Teaching Conditions; Teaching Experience; Teaching (Occupation)

Issues regarding the nature and impact of the current reform movement in education have somewhat obscured attention to the problem of teacher stress and burnout. The related problems of stress and burnout have not dissipated. Although there is a good selection of descriptive literature, models of treatment are underrepresented. Burnout is distinguished from depression and other possible diagnoses, and three types of burnout are discussed: (1) worn-out teachers; (2) frenetic ("burned-out") teachers; (3) underchallenged teachers. Case study material is presented and possible interventions are discussed in relation to each type of burnout. In conclusion, it is noted that the most effective way of treating burnout is through efforts to change the nature or functioning of the school-that is, to prevent these disorders from occurring by making schools more user-friendly places for teachers as well as children. (EMK)

"Introduction." The situation prior to model development is discussed under "Attractiveness of the Model." The Utah model shares the major characteristics of the Gysbers/Henderson and the Missouri models, and provides a unique statewide approach to implementation. Key strategies and a history of the process are presented under "Strategy Used in Gaining Adoption of the Model." Pilot schools are listed. Under "Program Function," state, regional, and district roles are discussed. The text of the state statute delineating the state's contribution to the Comprehensive Guidance Program, and the "Administrative Rules for Comprehensive Guidance Utah State Board of Education" are both provided. "Program Success" describes the progress of implementation of the model and gives an overview of program results. A particularly successful feature of the program, the "Student Education Occupation Plan" is highlighted and other successful features are reviewed. Additional sections include "Future Goals" and "Advice to New Implementers." Resources and References sections are appended. (EMK)

schools, the use of alcohol and drugs interferes with the education process, and it appears that substance abuse prevention programs in schools over the past 20 years have had little impact. The background of the problem and the role of the federal government in the development of school substance abuse policies are reviewed. The issue of student athletes and drug testing is discussed, and two relevant court cases are reviewed. The effects of the Vernonia decision are discussed. To study drug abuse policies in Ohio, high school principals were surveyed. A questionnaire was designed addressing demographics, substance abuse policy elements, substance abuse education options, school and community support, athletic policy considerations, and policy effectiveness. Results are presented for each question in a table format. Findings are discussed and policy implications are drawn out. Guidelines for principals' use in developing substance abuse policies are proposed. (Contains 16 references.) (EMK)

ED 424 559   CS 013 278

Pinnell, Gay Su; Fountas, Irene C.
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.
PUB DATE- 98
NOTE- 418p.; A companion volume to "Guided Reading: Good First Teaching for All Children," ED 400 506.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Phonics; Primary Education; *Reading Instruction; *Spelling Instruction; Student Evaluation; Teaching Methods; *Word Recognition; *Writing Instruction
IDENTIFIERS- Guided Reading Procedure; Phonological Awareness

This book presents essential information on designing and implementing a high-quality, systematic literacy program to help children learn about letters, sounds, and words. The central goal is to teach children to become "word solvers": readers who can take words apart while reading for meaning, and writers who can construct words while writing to communicate. The book presents the theoretical underpinnings and practical wherewithal of word study in three contexts: word study, writing, and reading. After an introduction, chapters in the book are: (1) Eight Principles of Literacy Learning; (2) Designing a Quality Literacy Program; (3) Becoming a Word Solver; (4) A Dynamic Classroom Environment for Word Solving; (5) Interactive Word Walls and Charts; (6) What Teachers Need to Know about Language; (7) Building on Early Learning; (8) What's in a Word? Phonological and Orthographic Awareness; (9) What Children Need to Know about Letters and Words; (10) Assessing What Children Know; (11) Word-Solving Strategies: Organize to Teach; (12) Teaching for Print and Sound Knowledge; (13) Word Explorers: Teaching Strategies That Promote Active Inquiry; (14) A Comprehensive Word Study System; (15) Interactive Writing: Developing Word-Solving Strategies; (16) The Writing Workshop: Support for Word Learning (by Mary Ellen Giacobbe); (17) Reading Instruction: Systematic Observation and Teaching for Word Solving; (18) Guided Reading: Powerful Teaching for Word Solving; (19) Establishing Benchmarks for Progress; and (20) Thinking Comprehensively about Word Solving. Contains 51 references; appendixes contain a list of alphabet books and books for word play, an alphabet linking chart, 31

Stories Told in School: What an Essay Is in Progressive and
Contemporary Composition Texts.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (49th,
Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Democracy; *Essays; Higher Education; *Writing
(Composition); *Writing Instruction
IDENTIFIERS- *Academic Discourse; Academic Discourse Communities;
Composition Theory; *Progressive Era

The stories composition teachers tell their students about "what an essay is" are significant because they affect the work teachers do in the classroom. Questions about these stories, the cultural narratives the stories reflect, and implications for students can be answered through an examination of contemporary writing texts and texts written during the Progressive Era. A core belief held by Progressive intellectuals was that the survival of the nation was dependent on the achievement of a virtuous democracy. Perhaps the most significant story about what an essay is underscoring Progressive composition work comes from Fred Newton Scott's pedagogical scholarship. For Scott, an essay's formal conventions reflected the values that would see the nation through the achievement of a virtuous democracy, yet he wanted the essay to be a form which would allow students to express their "natural" ideas in a "natural" way. Such tensions were reflected in several composition texts co-authored by Scott and Joseph Villiers Denny. Although this tension in stories about what an essay is remains in contemporary composition, Mary Lynch Kennedy, William Kennedy, and Hadley Smith's "Writing in the Disciplines" (WID) and Gary Columbo, Bonnie Lisle, and Sandra Mano's "Frame Work" (FW) treat the story differently than did Progressive books. The approach taken in "WID" is closely aligned with that of Scott and Denny's texts and might perpetuate problems and result in considerable difficulties for some students. But "FW" deals with this tension differently, seemingly trying to relieve it by defining what might be a more accessible story about what the essay is. (RS)

ED 424 580   CS 216 515

Calderonello, Alice; Shaller, Deborah
When Cyburgs (Cyborgs) Write.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (49th,
Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Higher Education; *Language Role; Metaphors;
*Scholarship; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Academic Discourse Communities; Authority; Faculty
Attitudes; *Professional Concerns; Scholarly Writing

In an extended conversation two female writing instructors discuss the kind of discourse available in the academy, the way educators are trained to deploy its conventions, and the word lists, and 19 perforated materials. (RS)

ED 424 560 CS 013 285

McTague, Kathleen
Children's Literature Bibliotherapy and Learning Problems.
PUB DATE- 98
NOTE- 50p.; M.A. Research Project, Kean University of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attention Deficit Disorders; Behavior Development; *Bibliotherapy; *Childrens Literature; Dyslexia; Elementary Education; *Learning Disabilities; *Learning Problems; Reading Difficulties; Self Actualization; Self Efficacy; Student Development

The purpose of this study was to determine what children's books have been written which can be used in bibliotherapy for the purpose of helping children and adults become more aware of the struggles, concerns, and personal issues that confront children who have learning disabilities. There is a need for this type of children's literature that deals with learning disabilities in order to help people become more enlightened and more knowledgeable about children with learning problems, as well as give insight and encouragement to children with a learning disability. (Contains 39 references; a 12-item list of organizations and vendors is appended.) (Author/CR)

different ways that voices are authorized. They cite Harraway as an academic writer who bridges the various post-structuralist discourses without ever losing sight of the ways in which gender (and race and class) affect discursive practices. They also note that a cursory pass through recent issues of the scholarly journals "College English" and "College Composition and Communication" suggests that many writing colleagues have been thinking about issues concerning the kind of discourse available in the academy. Peter Elbow has said that readers and writers have competing interests over who gets control of the text. Reed Way Dasenbrock weighs in with the following statement: "The scene of interpretation is not always governed by good will, but sometimes governed by a will to power in which interpretive authority is contested rather than granted." One of the instructors longs for a language that bridges more easily her life within and without the academy but also feels that the academy has a technology that needs translating on any number of occasions, and that particularly in the realm of metadiscourse there is a need for metaphors that help to describe and to understand discursive practices that seem transgressive. (NKA) the facilitation of learning. It describes and characterizes two learning experiences and reports the findings on some unconventional educational methods. It provides a summary of six principles of learning and reviews some essential literature which compares a variety of teaching methods and learning outcomes; it discusses learning climate and group composition, and advances a rationale for group methods and affective outcomes. (Contains 16 references and a 9-item bibliography.) (Author)

ED 424 600 CS 509 928

Barbour, Alton
Action Methods in Relational Conflict.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; *Conflict; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Role Playing

This paper notes the introduction of roleplaying into the interpersonal communication curriculum, identifies interpersonal communication as the key variable in the maintenance of successful relationships, touches on common problematic areas in interpersonal conflict, and discusses how roleplaying and action methods (any of a variety of methods usually associated with laboratory or experiential learning and the expressive therapies which emphasize that something physically active is done by the participants in the course of learning, change, and personal growth) might be used to address these difficulties. (Contains 3 notes and 38 references; an 8-item lexicon of terms is attached.) (Author/RS)

ED 424 601 CS 509 929

Yates, Bradford L.
Media Education's Present and Future: A Survey of Teachers.
PUB DATE- 97
NOTE- 37p.; Paper presented at the National Media Literacy Citizenship Project's Summer Conference (Birmingham, AL, June 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Viewing; Curriculum Development; Educational Benefits; Elementary Secondary Education; *Mass Media; Questionnaires; *Student Needs; Tables (Data); *Teacher Attitudes; Teacher Surveys; *Visual Literacy
IDENTIFIERS- *Media Education; *Media Literacy

Over 350 surveys were distributed to public and private elementary and secondary school teachers to assess the current state of media education and to determine if changes have occurred given the increase in educator awareness of media education benefits, media literacy advocacy groups, media education resources, and changes in technology. Specific areas of inquiry included the importance of teaching media literacy,

Introduction.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Adolescents; *Child Health; Children; Elementary Education; Medical Care Evaluation; *Principals; Pupil Personnel Services; *School Health Services; *School Nurses
IDENTIFIERS- *Elementary Secondary Education Act Title I

It has become increasingly important to collect information on the health care problems of students in Title 1 public schools. Information to help fill this need is provided here. The study opens with a discussion of children's and adolescents' health care needs. It describes how health care in public schools is delivered on a national level, focusing on a particular K-8 Title 1 public school district in the Southwest United States as a representative district. The report provides information on the health-related problems experienced by Title 1 students and gives information on the preparedness of school administrators to assist providers in delivering needed health-care services. The findings indicate that principals and health care providers correlate students' health with students' likely success in school, that principals find it necessary to provide and to assist in providing health care at their sites, and that the principals interviewed were knowledgeable of the health-care problems experienced by their students. Findings also indicate that the capacity of administrators to provide help on health-care-related issues was weak, that health-care staff were underutilized, and that administrators and health-care providers differed in their orientation to health-care delivery. Questions regarding accountability, ethical issues, and other concerns are raised. (Contains 35 references.) (RJM)

ED 424 621 EA 029 383

Pena, Robert A.
How Public Middle Schools Serve Poor Students: An Analysis of Community Need and Perceptions of Principal and Middle School Effectiveness.
PUB DATE- 98
NOTE- 45p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Intermediate Grades; Junior High Schools; Low Income Groups; *Middle Schools; *Parent Attitudes; Poverty Programs; *Principals; *Public Schools; *Pupil Personnel Services; *Special Needs Students; Student Needs
IDENTIFIERS- Middle School Students

Helping urban principals and schools work effectively requires analyzing the urban school context. Ways in which schools can serve the poor are detailed in this study. The research employed three separate approaches: use of qualitative and quantitative methodologies to identify the primary concerns of residents from three economically depressed urban communities located in a city in the Midwest; exploration of residents' perceptions of efforts by eight middle school principals and school staff to address these concerns; and analysis of the perceptions of middle school personnel to determine how impoverished communities and the needs of poor residents and students were conceptualized and addressed by middle school

Classroom situations) (055)
DESCRIPTORS- *Beginning Principals; Elementary Secondary Education; *Instructional Leadership; *Leaders Guides; Leadership Styles; *Leadership Training; School Administration

This text offers guidelines, checklists, advice from other principals, and reflections intended to make a principal's day on the job run more smoothly. Several themes are stressed throughout the book: school administration as a human-relations enterprise; increasing awareness of the principal's socialization process; the leader as a lifelong learner; viewing the school as an ecosystem; purposeful visibility; organizational/ethical alignment; celebrating student and faculty achievements; and the principal as a leader of instructional leaders. The text is divided into two parts. In part 1, "The Challenges and Problems Facing Rookie and Veteran Principals New to Their Schools," such topics as the loneliness of the principalship, the time juggernaut, expectations of the instructional leader, the complexity of relationships, and management concerns are addressed. In part 2, "Finding Solutions to the Challenges and Problems," the areas covered include becoming a lifelong learner, human relations and authentic communications, honoring the veteran staff, balancing leadership and management, and implementing a proactive behavioral program. (Contains an index and 89 references.) (RJM)

ED 424 641 EA 029 407

Levin, Benjamin; Young, Jonathan
The Origins of Educational Reform: A Comparative Perspective.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (St. John's, Newfoundland, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Comparative Analysis; *Educational Change; *Educational Trends; Elementary Secondary Education; *Federal Government; *Foreign Countries; *Government School Relationship; Ideology; Political Attitudes; Politics of Education; School Restructuring
IDENTIFIERS- Canada; England; New Zealand; United States

In the past 10 years many countries have implemented large-scale reforms of their public educational systems. The origins of reform programs in four countries--Canada, the United States, England, and New Zealand--are presented here. The text focuses on four aspects of reform: (1) the sources of reforms as initially proposed by governments, the role of various actors and forces in originating reforms, and the assumptions about education and reform; (2) what happened to reforms between their initial proposal and their actual passage into law; (3) the steps taken to implement reforms and the model of implementation that was used; and (4) the available evidence as to the effects of reforms, with particular attention to what may be known about how the reforms have affected student outcomes and learning processes. Three areas that have been important in many reform efforts are discussed: centralization of curriculum, decentralization of management responsibility, and introduction of elements of a market system to education. Data sources for the study include original documents, such as government policy documents; secondary analysis; interviews with key respondents; and interaction with academic colleagues. The findings show that international developments are

ED 424 660 EA 029 431

Educational Adequacy: Building an Adequate School Finance System.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Budgeting; *Educational Administration; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Support; Outcomes of Education; State School District Relationship

This report suggests a framework for approaching and integrating adequacy as a cornerstone principle in developing a sound state school finance system. The text defines student performance-centered expectations for the education system and suggests that districts determine the educational capacity needed to allow each student reasonable opportunity to accomplish the agreed-upon expectations. The report is intended to encourage and assist state policymakers who must craft statewide school finance systems that meet constitutional requirements, systems that are rational and effective and that build public support for public school investments. The recommendations include five steps as a building block to accomplish an adequate school finance system, such as establishing clear and measurable goals. The report acknowledges the need for policymakers in each state to work within a context shaped by historical, cultural, political, and financial considerations. The booklet presents recommendations for project partners, the emergence of adequacy as a criterion for establishing and evaluating a state school finance system, an adequate school finance system, and a checklist for policymakers. The conclusion summarizes the rational approach to school funding. (Contains 104 references.) (RJM)

ED 424 661 EA 029 432

Meglis, Edward, Jr.
Let's Talk School Business.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Budgeting; Business Administration; *Educational Administration; *Educational Finance; Elementary Secondary Education; *Financial Support; Higher Education; *Public Administration

Ways in which to stimulate an in-depth analysis of school finances are presented. The text is intended for a wide audience and can be utilized as a college-level text or as supplemental material. Nine chapters discuss a variety of topics of interest to public administrators: politics and school finance, including overviews of departments of education, local boards of education, the courts and school finance, vouchers, tuition tax credits, and charter schools; the cost of education, such as mandates, collective bargaining, utilities, special education, and vandalism; paying for education through funding formulas and revenue sources;

Schuttloffel, Merylann Mimi J.
Searching for the Developmental Stages of the Visionary Leader: Examination of Complex Cumulative Life Stories.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Qualifications; *Administrator Role; Case Studies; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Leadership Training

This paper explores whether potential school leaders can be identified and encouraged earlier in their lives. The story of Judy, a teacher who became the leader of an innovative technology project, provides clues to her development as a professional and her creation of the vision that inspired the project. The numerous markers in Judy's life that seem to denote school leadership qualities form a framework for the analysis of the lives of other school leaders for similar indications in a second study. A third study examines the life stories of graduate students in educational administration in an attempt to determine if these markers are universal, or at least generic. The seven themes that emerge--childhood experiences with leadership, college experiences with leadership or nontraditional college experiences, high parental expectations of leadership, support of spouse or friends for leadership, strong ego or personality characteristics, and an inquisitive approach to situations and people--may mark the path taken by potential school leaders and help provide insights into improving educational leadership programs. (Contains 4 figures and 22 references.) (MKW)

ED 424 682 EA 029 461

Non-School Hours: Mobilizing School and Community Resources. Hearing on Examining Certain Initiatives To Mobilize School and Community Resources To Provide Quality Programs To Address the Needs of Students during Non-School Hours, Including the Administration's Proposed Expansion of the 21st Century Community Learning Centers Program Designed To Provide Funds to School-Community Partnerships To Start Up or Expand After-School, Extended Learning Programs for Schoolage Children of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *After School Programs; At Risk Persons; Elementary Secondary Education; Hearings; *Intervention; *Outreach Programs; Program Descriptions; School Community Relationship; Youth Problems
IDENTIFIERS- Congress 105th

This hearing explored ways in which to meet children's and families' needs during nonschool hours. It examined the nature of those needs, the barriers that various segments of the community face, how the Federal Government can help build coordinated school and community networks, and how to make nonschool hours safe for children. Testimony was provided by Gerald Tirozzi, assistant secretary for elementary and secondary education, U.S. Department of Education; Shepherd Smith, president of Institute for Youth Development; Brad Luck, competency to teach media literacy, teachers' classroom media use, teachers' perceptions of students' media skills and understanding, sources of media education materials, and barriers to media education. Results indicate an overwhelming support for media education goals and values; however, only two-thirds of the respondents reported addressing media in the classroom. Lack of time and materials were reported as the most common barriers to media education. Significant differences were found between public and private school teachers' perceptions of students' media understanding competencies. (Contains 15 tables of data, 13 references, and 12 notes; a sample survey is appended.) (Author/NKA)

ED 424 602 CS 509 930

Yates, Bradford L.
Media Literacy and the Policymaking Process: A Framework for Understanding Influences on Potential Educational Policy Outputs.
PUB DATE- 98
NOTE- 31p.; Paper presented at the National Media Literacy and Media Citizenship Conference II (Birmingham, AL, June 27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; *Critical Viewing; *Educational Policy; Elementary Secondary Education; Models; *Policy Formation; *Public Policy; *Television
IDENTIFIERS- Historical Background; *Media Education; *Media Literacy; Policy Implications

This paper examines some of the key public policy implications of the media literacy movement using D. Easton's (1965) model of the policymaking process. The model has six elements: (1) demands and supports; (2) policymakers; (3) policy outputs; (4) policy outcomes; (5) feedback; and (6) environment. Each element is vital to understanding the policymaking process; however, the most relevant parts of the model for this discussion about media literacy policy issues are the environment and the demands and supports. Highlights of the discussion include a definition of media literacy, an analysis of television's impact on the climate of education, a history of early critical viewing skills programs, an overview of the current media literacy movement, and speculation about future policymaking and its impact. (Contains 1 figure, 4 notes, and 50 references.) (Author/NKA) staff, by school programs, and by activities, respectively. Findings reveal that although most persons rate the nation's public schools as average or below average overall, they rate schools in their communities much higher than they rate the nation's schools. Consistent concerns about family safety, finances, personal property, hope, the belief that others care, perceptions of the principal, and perceptions of middle school staff are described. It is hoped that educators can gain insights about what urban residents value in educational practice and reform and thus adjust teacher and administrator preparation programs accordingly. (Contains 12 references.) (RJM)

ED 424 622 EA 029 384

Pena, Robert A.
How Public Schools Support and Limit Social Mobility for Students from Low Income Backgrounds: A Chaos Interpretivist View.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Educational Mobility; *Educational Practices; Elementary Secondary Education; Low Income Groups; Parent Attitudes; *Public Schools; *Social Mobility; *Special Needs Students; Student School Relationship

Social mobility describes the frequency and extent that school structures and educational personnel offer students from low-income families the opportunity to improve their social position by fostering superior academic work, by encouraging them to have high educational ambitions, and by urging these students to complete schooling and to go on to college. Ways in which public schools limit and support social mobility for low-income students are described here. The report provides a historical account of education and social mobility, examines the meritocratic argument, and explores the claim that schools maintain social class systems. To probe these issues, 60 middle school students and 67 parents and guardians were interviewed over a 22-month period. In addition, classroom instruction and other school functions were observed at three middle schools in Midwest communities with high concentrations of students from economically disadvantaged backgrounds. Analysis of the data resulted in three assertions, examined at length, on the capacity of public schools and school personnel to support and limit mobility: meritocratic assertions, humanistic assertions, and critical assertions. The study shows that educational practitioners rely on ideologies and school practices that limit social mobility for low-income students. The findings raise doubts about the compatibility of low- and middle-class ideologies. (Contains 42 references, 1 table and 2 figures.) (RJM) important, but so are national and local political traditions, all of which complicate reform efforts. (Contains 37 references.) (RJM)

ED 424 642 EA 029 408

Levin, Benjamin; Young, Jonathan
International Education Reform: A Canadian Perspective.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Comparative Analysis; *Educational Change; *Educational Trends; Elementary Secondary Education; *Federal Government; *Foreign Countries; *Government School Relationship; Political Attitudes; Politics of Education; School Restructuring
IDENTIFIERS- *Canada; England; New Zealand; United States

Many countries' reform efforts are government-directed programs that are driven by the government rather than by educators or bureaucrats. A comparative analysis of this type of reform, with a focus on Canada, is presented here. The paper raises questions about the international character of education reform by comparing the Canadian experience with that of several other countries. It examines issues of commonality across jurisdictions, which is followed by another look through a Canadian lens. The text focuses on four aspects of reform: (1) the sources of reforms as initially proposed by governments, the role of various actors and forces in originating reforms, and the assumptions about education and reform; (2) what happened to reforms between their initial proposal and their actual passage into law; (3) the steps taken to implement reforms and the model of implementation that was used; and (4) the available evidence as to the effects of reforms, with particular attention to what may be known about how the reforms have affected student outcomes and learning processes. Subjects covered in the paper include the context of education reform in Canada, commonalities in reform, factors promoting commonality, significant differences, factors promoting differences, Canadian perspectives, and the unique nature of education reform in Canada. (Contains 62 references.) (RJM)

facilities and the infrastructure problem; budgeting and reporting, including budget development, controlling the budget, and financial accounting and reporting; insurance/risk management and suggestions for purchasing insurance; banking and investing; alternative sources of revenue, such as advanced treasury notes, advertising, energy management, facilities, and foundations; and the training required of school business administrators and the anonymity surrounding the position. Each chapter features a short conclusion that sums up its contents. (Includes a glossary of terms and an index.) (RJM)

ED 424 662 EA 029 433

Patterson, Jerry
Coming Clean about Organizational Change: Leadership in the Real World.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption (Ideas); *Change Agents; *Change Strategies; *Educational Administration; Elementary Secondary Education; Employee Attitudes; Leadership Qualities; *Leadership Styles; Resilience (Personality); *Resistance to Change

This book examines change, leadership, and resilience, including levels of change, what constitutes effective leadership, and characteristics of organizational resilience. It describes ways to build organizational resilience and describes 12 harsh realities that people and organizations bring to reform, such as the reality that most people act first in their own self-interest, not in the interest of the organization; that most people engage in organizational change because of their own pain, not because of the merits of the change; and that most organizations engage in long-term change with short-term leadership. Each of these realities is illustrated by an example, and the leadership implications of the reality are detailed. The text discusses ways to heighten individual resilience in others, to determine where people are in relation to change, to help people move from where they are to where they need to be, and to provide caring, clarity, choice, and hope. The volume also details ways to maintain personal resilience, the special anatomy of leadership pain, and increasing leaders' resilience. (RJM) high school student and president of the Essex Vermont Teen Center; Sue Luck, associate executive director of the greater Burlington YMCA; Senator Patty Murray; Arthur Sheninger, principal of Hatchery Hill School; Linda Childears, president of Young Americans Bank; and Thomas Frazier, commissioner of the Baltimore police department. Some of the issues discussed include starting school later in the day, supporting communities' youth initiatives, liability issues, and other concerns. (RJM)

ED 424 683   EA 029 462

Overview of Charter Schools. Hearing on Examining the Role of Charter Schools in Educational Reform, State and Federal Funds, and S. 1380 and H.R. 2616, Bills To Extend the Authorization of Funds through Fiscal Year 2002 for Titles VI and X of the Elementary and Secondary Education Act To Expand the Implementation of Public Charter Schools of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Charter Schools; Educational Innovation; *Educational Legislation; Elementary Secondary Education; Federal Government; Government Role; Government School Relationship; Hearings; Profiles; School Administration
IDENTIFIERS- Congress 105th

Charter schools are public schools that are established through state law and are often released from traditional regulations that apply to public schools in return for an accountability system that emphasizes student outcomes. This hearing focused on how Federal education funds are distributed to charter schools; the academic and administrative operations of charter schools; the impact of a charter-school environment on special-needs students; and the impact of charter schools on the public school system. The hearing includes the statements of Representative Tim Roemer; Senator Joseph Lieberman; Cornelia Blanchette, associate director of education and employment issues, Health, Education, and Human Services Division of the General Accounting Office; Lisa Keegan, state superintendent of Pubic Instruction, Arizona; Senator Christopher Dodd; Joan Heffernan, director of the Integrated Day Charter School; Raymond Jackson, president and chief executive officer of ATOP Academy; Tim Sindelar, an attorney for the Disability Law Center; and Eric Rofes, who produced a report on how school districts respond to charter laws and charter schools. Some of the issues covered include how some charter schools improve graduation rates and how some of these schools underserve the special-education population. (RJM)

Ruvio, Ayalla; Rosenblatt, Zehava
Sectoral Differences in the Experience of Job Insecurity: The Case of Israeli Schoolteachers.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Academy of Management (San Diego, CA, August 7-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Job Satisfaction; *Private Sector; *Public Sector; Secondary Education; *Secondary School Teachers; *Work Attitudes; Work Environment
IDENTIFIERS- *Employment Security; *Israel

A study investigated the differences in perception of job insecurity among secondary school teachers in Israel. Of the entire sample, 205 teachers (62 percent) were affiliated with public-sector unions. The rest of the samples--121 teachers (38 percent)--were affiliated with the private sector and were non-unionized. Using a multidimensional approach, unique job insecurity profiles of teachers in the public and private sectors were drawn, and the resulting effects on work attitudes were analyzed. In these two sectors, job security is commonly viewed differently. In the public sector, jobs are normally seen as secure, while the opposite is true for the private sector. Job insecurity was found to adversely affect various work attitudes in both sectors, especially the public ones. The two sectors are clarified, a conceptualization of job insecurity is presented, and, finally, a description of the research population (secondary school teachers in Israel) is given. The report concludes that job security is not merely a question of keeping one's job, but encompasses various features and aspects of the whole job. The results of this study might be relevant to organizations undergoing change, where change instills job insecurity, on one hand, but paradoxically also demands the best work force possible, on the other. Tables present outcomes of job security related surveys and tests. (JMD/Author)

ED 424 699   EA 029 502

Student Victimization at School. Indicator of the Month.
PUB DATE- 98
NOTE- 4p.; Extracted from the "Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; *Crime; Educational Environment; *Ethnic Distribution; Government Publications; High Schools; *Incidence; *School Safety; Stealing; *Victims of Crime; Violence; Weapons; White Students
IDENTIFIERS- Institute for Social Research MI; *Monitoring the Future; *School Crime; Threat

Violence in schools directly affects educators and students by reducing school effectiveness, inhibiting student learning, and exposing students who may already be at risk for school failure to physical and emotional harm. The University of Michigan Institute for Social Research "Monitoring the Future Study" supports the conclusion that victimization rates at school for high school seniors changed little between 1976 and 1996, except for small increases in the number of students who reported being threatened. Data collected in 1996 on type and racial/ethnic distribution of victimization at school during over their own lives. Section 1 provides information on the Developmental Disabilities and Bill of Rights Act, Texas' application of the federal definition, and the scope of services in Texas. Section 2 reviews the role of the Developmental Disabilities Council and the Texas Rehabilitation Commission. Section 3 provides an overview of state agencies and the services they make available to Texans based on an analysis of their plans and other major reports. Section 4 describes federal priority areas and presents plan objectives and goals for fiscal year 1998-2000. Goals include: (1) people with disabilities are included throughout all life experiences; (2) people with disabilities have power and control over their own lives; and (3) people with disabilities have the available supports and services to allow them to make choices about the way they live. Projected funding for objectives is also included. The last two sections provide assurances and budget data. Appendices include a profile of grant projects, position papers, and an analysis of public input. (CR)

ED 424 718 EC 306 824

Chambers, Jay G.; Wolman, Jean M.
What Can We Learn from State Data Systems about the Cost of Special Education? A Case Study of Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Data Analysis; Data Collection; *Disabilities; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Program Costs; *School District Spending; Severity (of Disability); *Special Education; *Student Placement; Tables (Data)
IDENTIFIERS- *Ohio

Using Ohio as a case study, this paper explores what can be learned from state data systems about spending on special education. The analyses and discussion in this paper use data sets for the 1995-96 school year provided by the Ohio Department of Education. The case study examined factors that need to be considered in measuring special education expenditures, the total educational expenditure provided for special education in Ohio, and the costs of serving regular and special education students with a range of educational needs at the elementary and secondary levels. Results from the study indicate a lower marginal cost associated with special expenditures than had been shown in previous literature with the ratio of special education to general costs in Ohio being about 1.5 to 1. For students with more severe disabilities (those receiving specialized services in self-contained settings for 15 or more hours a week), the ratio is around 2.5. For students with mild learning disabilities, the ratio was 1.14 for elementary students, and 1.57 for high school students. The ratio for students served in segregated settings was 3.09. (Contains 18 references.) (CR)

ED 424 719 EC 306 825

Parrish, Thomas B.
Restructuring Special Education Funding in New York To Promote the Objective of High Learning Standards for All Students.

Ethiopia). Lessons were designed to expose students to the roots of conflict and encourage consideration of alternative resolutions through the choices made by individuals at different stages in history. Readings were adapted to the students' language ability, graphic organizers were provided, and multiple forms of student expression (poems, artwork, role plays) were encouraged. The activity described here was a competitive mini-drama occurring during a unit on the Incan civilization's encounter with Spanish conquistadors in the early sixteenth century. Objectives, procedures, and outcomes are discussed. Contains 11 references. (MSE)

ED 424 742 FL 025 513

Liu, Dilin
Acquisition of Culturally-Loaded Words in EFL.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Definitions; *English (Second Language); Language Proficiency; Native Speakers; Second Language Instruction; Second Language Learning; *Semantics; *Vocabulary Development

A study investigated whether English-as-a-Foreign-Language (EFL) students' understanding of culturally-loaded words (those that are similar in primary meaning but different in connotation between the two languages) approximates that of native speakers of English, and how much English proficiency level may account for the extent of this approximation. Subjects were 125 intermediate- and advanced-level EFL students at a Chinese university and 61 native English-speaking students from an American university. The groups were asked to rate the appropriateness of six culturally-loaded words and four culturally-neutral words in sentences that provided adequate contextual information. Analysis of responses indicates that there is some limited but inadequate EFL approximation of understanding of the culturally-loaded words, and that even advanced EFL students' comprehension of most of the words differs significantly from that of native speakers. Results suggest that EFL educators and researchers should pay more attention to this type of vocabulary, and that vocabulary should be taught in adequate and appropriate social and cultural context. Contains 23 references. (Author/MSE)

ED 424 743 FL 025 514

Zoreda, Margaret Lee
Hacia una pedagogia Co-emergente, Transaccional y Transcultural: El Cuento Ultracorto de Cienca Ficcion en Ingles (Towards a Co-emerging Transactional and Transcultural Pedagogy: The Science Fiction Short Short Story in English).
PUB DATE- 98
NOTE- 20p.; Paper presented at the National Meeting of Teachers of Foreign Languages, UNAM Foreign Language Teaching Center (Mexico City, Mexico, August 12-14, 1998). Abstract written in both Spanish and English.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; *Science Curriculum; *Science Education; Science Materials; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- Content Area Teaching; *Language across the Curriculum

A discussion of second language learning through science content focuses on English-as-a-Second-Language (ESL) learning at the elementary and secondary levels. Principles for integrating language and content instruction are identified, and the benefits of the language-across-the-curriculum approach for ESL learners are examined as they relate to those principles. Strategies for developing the science curriculum and instructional materials for this purpose are outlined, including the building of background information, development of vocabulary, addressing specific language functions (describing, predicting, comparing, explaining, giving ordered instructions), teaching language registers, text layout, and discourse structure. Contains 12 references. (MSE)

ED 424 764 FL 025 552

Boissonneault, Chantal, Ed.
Actes des 12e Journees de linguistique (1998) (Proceedings of the 1998 Conference on Linguistics). (12th, Quebec City, Canada, March 26-27, 1998).
PUB DATE- 98
NOTE- 119p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adverbs; African Languages; Communication Apprehension; Computational Linguistics; English; *Foreign Countries; Grammar; Language Patterns; *Language Research; Language Role; Language Usage; Latin; *Linguistic Borrowing; *Linguistic Theory; Phonology; Second Language Instruction; Second Language Learning; *Second Languages; Verbs; Vowels
IDENTIFIERS- Africa; Canada; English (Canadian); French (Canadian)

Papers on language research include: "L'expression de l'opposition en Latin" ("The Expression of Opposition in Latin" (Claude Begin); "Le francais de l'Abitibi: characteristiques phonetiques et origine socio-geographique des locuteurs" ("The French of Abitibi: Phonetic Characteristics and Socio-Geographic Origin of Speakers") (Chantal Boissonneault); "L'Inversion du sujet dans les phrases affirmatives a verbe simple en anglais moderne" ("Subject Inversion in Simple-Verb Affirmative Sentences in Modern English") (Andre Bourcier, Patrick Duffley); "Le Comportement particulier de /h/ dans les emprunts" ("The Behavior of /h/ in Loan Words") (Frederick Brault); "Anxiete et croyances langagieres chez des apprenants d'une langue seconde au niveau universitaire" ("Anxiety and Beliefs of Second Language Learners at the University Level") (Diane Coulombe); "Probleme de l'agent de l'infinitif et du gerondif en anglais apres 'propose, mean et intend'" ("The Problem of the Agent of the Infinitive and Gerund in English After 'Propose, Mean and Intend'") (Jean-Francois Joubert); "Adaptations phonologiques et influence de la graphie dans les emprunts lexicaux francais en anglais canadien" ("Phonological Adaptations and Influence of Writing in French Loan Words in Canadian English") (Annie-Karine Lamoureux); "Enseignement, apprentissage et semantique conceptuelle: le cas de l'accord du participe passe en francais ecrit" ("Teaching, Learning, and model required some modification for this purpose. Results suggest the model was generally successful in describing the overall framework of the introductions, but that problems emerged when a more detailed description of software engineering introductions is needed. The model was hampered by weak definitions of individual "steps," some of which are redundant or used infrequently. A more serious problem is the absence of an "evaluation of research" step in the original model, which is found to be crucial in the introduction. Implications for classroom use of the model to teach English for special purposes are discussed. Contains 19 references. (MSE)

ED 424 784 FL 025 585

Peters, Sandra; Saxon, Deborah
Simulation and Collaborative Learning in Political Science and Sociology Classrooms.
PUB DATE- 98
NOTE- 5p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; Course Descriptions; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; Language of Instruction; Newsletters; Political Science; Programming; Research Skills; Second Language Instruction; *Simulation; Sociology; *Writing Exercises
IDENTIFIERS- Content Area Teaching; Japanese People; Web Sites

The program described here used cooperative, content-based computer writing projects to teach Japanese students at an intermediate level of English proficiency enrolled in first-year, English-language courses in political science/environmental issues and sociology/environmental issues in an international college program. The approach was taken to make the content accessible to students with inadequate English language skills and to narrow course content to the key concepts while building those skills. Because the content of the courses overlapped considerably, the teachers collaborated. The final class writing assignment was development of a newsletter or Web site reflecting the styles of writing found in those of environmental interest groups. Pre-writing activities helped students identify environmental problems to target, simulate formation of interest groups, and gather related information. The groups then created documents and sent electronic mail. The project served as a natural vehicle for collaborative work, developed both receptive and productive language skills, supported development of research skills, provided real-world experience and exposure to authentic materials, and taught computer-related techniques such as creation of graphics and varied text types. Contains 3 references. (MSE)

ED 424 785 FL 025 586

Simmons, Margaret
A Sociolinguistic Analysis of Doctor-Patient Communication.
PUB DATE- 98
NOTE- 10p.; In: The Japan Conference on English for Specific

*Higher Education; Institutional Mission; *Retrenchment; School Restructuring; *State Aid; State Colleges; State Universities; Statewide Planning
IDENTIFIERS- *AIR Forum

This study examined the effects of budget reductions in the 1990s on public higher education systems in six major states. Finance officers at the campus, system, and state level in California, Florida, Massachusetts, New York, Texas, and Wisconsin were surveyed regarding budget reductions, approaches to reduction allocation, the impact of budget reductions, and the degree of institutional restructuring brought about by the budget reductions. It was found that college and university systems generally did not use their planning and budgeting authority to shape system and campus priorities in the face of budget reductions; instead, they relied mostly on short-term measures such as enrollment reductions, tuition and fee increases, vacancies and salary freezes, and early retirements. The results suggest that campuses, especially comprehensive institutions, took a more proactive approach, engaging in short- and long-term planning and reallocating resources selectively. More than a third eliminated degree programs. However, campuses did not depart significantly from the systems' preference for short-term, cost-saving measures such as hiring and salary freezes. In regard to the quality of and access to education, the results suggest a reduction in student access, followed by a decline in undergraduate education quality. (MDM)

ED 424 804 HE 031 599

Borden, Victor M. H.; Dalphin, John F.
Simulating the Effect of Student Profile Changes on Retention and Graduation Rates: A Markov Chain Analysis. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; Credits; Enrollment; *Grade Point Average; *Graduation; Higher Education; *Markov Processes; Models; Predictor Variables; *School Holding Power; Simulation; Student Characteristics; Universities
IDENTIFIERS- *AIR Forum

This study used Markov chain matrices to simulate the effect of varying degrees of change in student characteristics on retention and graduation rates. Data were applied to a 1-year enrollment transition matrix that tracks how students of each class level progress into the same or higher class levels, to a completed degree, or to non-returning status. The results indicated that there are large, initial differences in graduation rates according to grade-point average (GPA) and course credit-load differences among students. Despite the strong association between grades and retention, this analysis indicated that even a 25 percent upward shift in grade distribution increased the total graduation rate by only 2.4 percent. A shift in 25 percent of students toward higher credit-load categories resulted in a total increase in the graduation rate of less than 1 percent. The simulation demonstrates that even significant changes in the distribution of students by GPA and course credit-load do not yield significant changes in

Strategic Planning; *Tenure; *Tenured Faculty
IDENTIFIERS- *Post Tenure Review

This working paper, one in a series about the priorities of the professoriate, explores what is known about campus initiatives with post-tenure review. Part 1 reviews institutional and systemwide policies and outlines operational characteristics, unifying principles, and implementation strategies. The information was gathered from published reports, a review of more than 100 individual policies, and interviews with system administrators, campus officials, and faculty leaders. Part 2 profiles the efforts of nine campuses in implementing post-tenure review, focusing particularly on individual policies in the context of institutional mission and history, implementation of the policy, and an examination of the lessons learned along the way. Information in this section was derived from telephone interviews with campus officials. The schools profiled are: Colby-Sawyer College (New Hampshire), Eastern New Mexico University, Georgia State University, Ithaca College (New York), Old Dominion University (Virginia), University of Colorado-Colorado Springs, University of Hawaii-Manoa, University of Michigan-Dearborn, and the University of Wisconsin-Madison. The report concludes with some general observations and recommendations for the future. Appended to the document are two lists (reference details about the policies cited in the text, and a list of institutions whose policies were reviewed but were not cited in the text.) (Contains 36 references.) (CH)

ED 424 823 HE 031 677

Trower, C. Ann
Employment Practices in the Professions: Fresh Ideas from Inside and Outside the Academy. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #13.
PUB DATE- 98
NOTE- 71p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Career Ladders; College Environment; *College Faculty; Educational Economics; *Educational Trends; Employment Patterns; *Employment Practices; *Faculty College Relationship; Faculty Evaluation; Faculty Workload; Higher Education; Institutional Autonomy; Peer Evaluation; Productivity; Professional Autonomy; Quality of Working Life; Tenured Faculty
IDENTIFIERS- *Career Paths; *Employment Security

This paper, one in a series about the priorities of the professoriate, explores some creative employment practices which will stimulate campus discussions of faculty employment policies and practices in four areas: (1) alternative career paths, (2) workload and productivity, (3) peer review, and (4) academic freedom and employment security. In each of these four areas, the discussion covers examples outside the academy and inside the academy concludes with a summary and questions for discussion. Under the rubric of alternative career paths, examples are drawn from law and accounting firms, and the discussion ranges from problems associated with two-tiered systems to status differentials to recruiting, rigor, and productivity. In the area of workload and productivity, the previous 12 months demonstrate that black and white high school seniors were about equally likely to report being victimized; black students were more likely than white students to report being injured with a weapon; high school seniors from metropolitan and nonmetropolitan areas were about equally likely to report being victimized; and high school seniors were more likely to report being threatened or injured without a weapon than with a weapon. Data are presented in one table and two graphs. (MKW)

ED 424 700 EC 306 330

Bell, Jane E.; Shaffer, Joyce D.
Let's Get It Together! A Training Sequence. Revised.
PUB DATE- 97
NOTE- 184p.; Based on "Interagency, Interdisciplinary Service Coordination: A Training Resource" by Carol A. Kochhar (ED 391 286). (ED 391 286).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Change Agents; Change Strategies; Communication Skills; Cooperative Programs; *Disabilities; Elementary Secondary Education; *Inservice Education; *Integrated Services; Interdisciplinary Approach; Learning Modules; Models; Postsecondary Education; Program Development; Program Evaluation; *Teamwork; Training

This document presents a complete inservice training module on interagency service coordination for people with disabilities in six modules, which are intended to take about 18.5 hours to complete. Each module presents a list of equipment and materials, recommended time distribution for module activities, detailed instructions for facilitators, and handouts and transparencies. Module 1 sets the philosophical frame, explores belief systems, and defines key terms. Module 2 introduces scenarios as the basis for practice applications, examines why change agents fail, and identifies challenges to successful interagency service coordination. Module 3 introduces the "circle of commitment" concept of interagency collaboration and describes team processes for identifying priority service needs and developing mission statements and cooperative agreements. Module 4 introduces models of interagency service criteria, describes essential management tasks, examines the roles of the lead agency and service coordinator, and presents sample formalized action plans. Module 5 is on program evaluation as related to interagency service coordination efforts, including development of evaluation questions, determination of methodology, common evaluation weaknesses, and core principles. The final module focuses on communication techniques to facilitate family involvement, help consumers to become self-determining, promote access to services, tap funding sources, and persuade superiors to support interagency coordination efforts. (DB)

ED 424 701 EC 306 612

Gandolfo, Cecilia; Graham, Audrey
An Examination of Teaching a Networking Strategy to Job Seekers. ICI Tools for Inclusion.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Economic Factors; *Educational Finance; *Educational Innovation; Elementary Secondary Education; *Finance Reform; Poverty; Program Costs; *Special Education; *State Aid; State Programs; Student Placement
IDENTIFIERS- *New York

This paper provides a national perspective on special education finance and related reform issues and proposals, with emphasis on those of particular relevance for the state of New York. It also looks specifically at the current New York funding system as it pertains to students with disabilities and concludes with several observations. First, the proposed state reforms relating to a funding system based on a count of all students, rather than just special education students, and using the proposed poverty adjustment, appears to support many of New York's reform goals. Second, the decision to maintain separate funding systems for special education students with excessively high costs in public schools or those with disabilities requiring summer programs or educated in approved private special education schools, seems likely to conflict with the states' reform goals of ensuring that students with disabilities are educated with their nondisabled peers to the greatest extent possible. Lastly, while the proposed fiscal reforms may foster a more supportive environment for higher learning standards, strategies for ensuring that students with disabilities are fully included in the state's system of accountability will need to be carefully devised and implemented if significant gains are to be realized. (Contains 33 references.) (CR)

ED 424 720 EC 306 836

Loh, Geraldine; Chang, Agnes Shook Cheong
Political Leadership Qualities of Bright Adolescents and Their Willingness To Lead.
PUB DATE- 96
NOTE- 17p.; Paper presented at the ERA-AARE Conference (November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Community Leaders; Foreign Countries; *Gifted; *Leadership; *Leadership Qualities; Motivation; *Political Candidates; Questionnaires; Secondary Education; *Sex Differences
IDENTIFIERS- *Singapore

This paper discusses the results of a study that investigated whether there are any significant differences in political leadership potential and willingness to lead among three groups of Singapore students from the Gifted Education Program (GEP) (n=86), the best Express Stream class (n=74), and the weakest Express Stream class (n=61). Data were collected through the use of a self-constructed questionnaire that measured potential for leadership, willingness to lead, expectations of national leaders, influence of parents, and influence of school. The findings of the study show that there were no significant

PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Community Programs; *Disabilities; *Employment Services; Job Placement; *Job Search Methods; Program Effectiveness; *Social Networks; *Training Methods; Workshops

This issue brief describes the outcomes of a study conducted by the Institute for Community Inclusion (ICI) that investigated the effectiveness of a training workshop on using a networking approach to job development for people with disabilities. The two-day workshop focused on teaching how to identify and use connections such as family members, friends, present and past employers, agencies, professional organizations, and other community resources as a part of the job search. Following the training, results indicated that: (1) there were significant increases in the number of people who talked to people about looking for a job after they had attended the training; (2) 59 percent of consumers reported having an informational interview since the training; (3) 64 percent had one to three informational interviews in the two months after the training; (4) 70 percent of participants did not use the 30-day action plan introduced in the training, however, 75 percent said that they developed an action plan that defined goals which met their specific needs; (5) of the 22 participants who responded to the two-month follow-up, six people had obtained a job; and (6) for individuals who had not yet found jobs, 96 percent were continuing their search. (CR)

ED 424 702 EC 306 613

Hoff, David
Quality Employment Services: Will You Know It When You See It? The Institute Brief.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Community Programs; *Disabilities; *Employment Programs; *Employment Services; Empowerment; Job Placement; Program Design; Program Effectiveness; Program Evaluation; *Training Methods
IDENTIFIERS- Massachusetts

This report provides guidelines and a process for people with disabilities living in Massachusetts to follow to evaluate employment service options that will allow them to receive services best meeting their individual needs. Strategies for finding out information about the different programs and a checklist are given by which to evaluate different components of an employment service, including agency structure, placement, staff, and services. Components of a quality program are provided, including: (1) the belief that everyone has a right to work; (2) the individual receiving services helps to decide what services are to be provided; (3) services are provided in integrated community settings; (4) assessment is differences in willingness to lead when the respondents were compared by educational stream or by sex. However, in terms of leadership potential, a significant difference was found to exist between males and females, with females showing a lead over the males. In conclusion, there was no significant difference between the streams, showing that the GEP students did not have higher leadership potential than their Express Stream counterparts. (Author/CR)

ED 424 721 EC 306 843

Lyle, Molly
The LD Teacher's IEP Companion: Goals, Strategies, and Activities for LD Students.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Control; Behavior Patterns; Check Lists; *Class Activities; Communication Skills; Daily Living Skills; Education Work Relationship; Elementary Secondary Education; *Individualized Education Programs; Interpersonal Competence; *Learning Activities; *Learning Disabilities; Literature; Mathematics Instruction; Reading Instruction; *Student Educational Objectives; Study Skills

This guide provides specific classroom activities keyed to both yearly goals and individual objectives as specified on a learning disabled student's Individualized Education Program (IEP). The guide includes objectives and activities grouped into nine areas within which students with learning disabilities often have needs: (1) mathematics, (2) reading, (3) writing, (4) literary concepts, (5) attention skills, (6) study and organizational skills, (7) classroom behavior, (8) social interaction and communication, and (9) transition to the real world. Listed under each area are yearly goals and under goals are listed a wide range of specific individual objectives. For each individual objective a specific classroom activity is described. Also provided is a checklist for considering accommodations in the regular classroom. (Contains 22 references.) (DB)

ED 424 722 EC 306 956

Implementation of the Individuals with Disabilities Education Act: Twentieth Annual Report to Congress.
PUB DATE- 98
NOTE- 569p.; For the 19th Annual Report, see ED 412 721.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; Access to Education; Accountability; Agency Cooperation; Compliance (Legal); Data Analysis; Data Collection; *Disabilities; Disability Identification; Educational Assessment; Educational Change; Educational Environment; *Educational Legislation; Elementary Secondary Education; Emotional Disturbances; Equal Education; *Federal Legislation; Federal State Relationship; High School Graduates; Inclusive Schools; Individualized Family Service Plans; Infants; Minority Group Children; Models; Outcomes of

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *English (Second Language); Foreign Countries; Higher Education; *Literature Appreciation; Reader Text Relationship; *Science Fiction; Second Language Instruction; *Short Stories; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Transactional Theory

An outline of a "co-emergent" pedagogical perspective describes the conceptual framework for an advanced university-level English-as-a-Foreign-Language (EFL) course. The course framework, which involves choosing and studying a brief science fiction story, allows for transcultural encounters via a transactional literary approach in which the various components of curriculum action exist in a dynamic and mutually specifying relationship. This paper describes the theoretical-methodological framework of the course, its objectives, the choice of the short short story, the syllabus, class management, and evaluation policy. (Contains 15 references.) (CNP)

ED 424 744 FL 025 517

Hyon, Sunny
Models of Lecture Discourse: Applications for Academic Listening and Future Research Directions. Colloquium on Academic Listening within the EAP Curriculum.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *English for Academic Purposes; *Language Styles; *Lecture Method; *Listening Comprehension; Second Language Instruction; Second Language Learning

The speech introduces a colloquium on the teaching of listening comprehension to students of English for academic purposes (EAP). The colloquium's aim is to address ways that EAP instructors can improve students' lecture listening skills by discussing the types of background discourse knowledge and listening strategies that English-as-a-Second-Language (ESL) students need to effectively comprehend lectures. Ways that ESL instructors can equip students with these skills are discussed. Some current research on features and models of lecture discourse, particularly as they relate to the ESL context, is discussed. Areas for future research are discussed, and some ways in which the rhetoric of teleconference lecture techniques may differ from that of traditional lectures are identified. Contains 24 references. (MSE)

ED 424 745 FL 025 518

Anderson, Virginia B.
Using Multiple Intelligences To Improve Retention in Foreign Language Vocabulary Study.
PUB DATE- 98
NOTE- 59p.; Master's Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Conceptual Semantics: The Case of Agreement in the Past Participle in Written French") (Pierre Larrivee); "Les Themes discursifs ont-ils un sexe?" ("Do Discourse Themes Have a Sex?") (Sophie Marais); "Les consequences linguistiques de l'ALENA et de la 'Charte de la language francaise' sur le milieu quebecoise des affaires" ("Linguistic Consequences of Alena and the 'Chart of the French Language' on the Quebec Business Community") (Julie Moisan); "Variation particuliere de l'adverbe 'tout'" (Variation of the Adverb 'Tout'") (Francois Parent); "Usage et visage des langues en Afrique" ("Use and Appearance of Languages in Africa") (Abdourahmane Sakho); "Les Reseaux semantiques et l'automatisation linguistique" ("Semantic Networks and Computational Linguistics") (Arman Tajarobi); and "L'allongement penultieme des voyelles /i y u/ en francais quebecois" ("Penultimate Lengthening of the Vowels /i y u/ in Quebec French") (Benoit Tardif). Each paper contains references. (MSE)

ED 424 765   FL 025 553

Benton, Richard A.
The Maori Language: Dying or Reviving?
PUB DATE- 97
NOTE- 47p.; Originally published as "The Maori Language: Dying or Reviving, 1991." University of Hawaii East-West Center, Alumni-in-Residence Working Paper Series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Geographic Distribution; *Indigenous Populations; *Language Attitudes; *Language Role; Language Usage; *Maori; *Maori (People); Native Speakers; Oral Language; Regional Characteristics; Surveys; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *New Zealand (North Island)

A study of the use of the Maori language among residents of the North Island of New Zealand drew on data from interviews with members of 6,470 Maori families over the period 1973-1979. Over 6,915 heads of household gave data concerning their knowledge of the language, their use of it in a variety of situations, and their attitudes and experiences related to the language. In addition, they contributed information about the age, tribal and sub-tribal membership, residential history, education, and knowledge of oral and written Maori of all members of their households. The resulting working paper summarizes this information. Chapters address these issues: domains of language use; registers; structural changes in Maori since the arrival of English; stages of language loss and revival; the Maori experience in a number of periods of history (World War I, the Great Depression, World War II, Post-War Deconstruction); language preferences; the situation in the 1970s; and more recent trends. Appended materials include a list of aspects of the Maori language used in the communities surveyed and summaries of survey data. Contains 17 references. (MSE)

ED 424 766   FL 025 557

Salies, Tania Gastao
Towards Communicative Measurement of Writing: Where Are We Now?
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Code Switching (Language); Discourse Analysis; *English for Special Purposes; Foreign Countries; Group Membership; Interaction; *Interpersonal Communication; *Language Patterns; Language Research; Language Role; Language Styles; *Physician Patient Relationship; Physicians; *Questioning Techniques; Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- Turn Taking

This study analyzed doctor-patient communication from a sociolinguistic perspective, focusing on two issues: (1) why patients are not more effective in asserting themselves in talking with doctors, and (2) why doctors don't talk more like normal people (i.e., patients). Research on communication in health care contexts is reviewed, looking at such aspects as terminology, register, verbal interaction formats, turn-taking, the structure and timing of the doctor's questions, solidarity and status, language and group membership, and code-switching. It is concluded that the factors limiting patients' ability to assert themselves are more linguistic than social, and are related to lack of medical vocabulary, technical grammatical patterns, and the structure of doctors' questions. Factors influencing doctor's language use are related to language as an indicator of group membership, and the subsequent social implications of choosing to speak more like a patient or more like a doctor. Turn-taking patterns were found to be a central sociolinguistic element, restricting patients' opportunities for gaining a turn and imposing limitations on speaking during the doctors' questioning. Implications for practice are discussed briefly. Contains 8 references. (MSE)

ED 424 786 FL 025 587

Sterlacci, Peter
Phonological Consciousness Raising Tasks for the ESP Classroom.
PUB DATE- 98
NOTE- 12p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Business Communication; Class Activities; Classroom Techniques; Comparative Analysis; Contrastive Linguistics; *English for Academic Purposes; *English for Special Purposes; Foreign Countries; Higher Education; *Language Variation; *Listening Comprehension; Listening Skills; Metalinguistics; Native Speakers; North American English; Phonology; *Pronunciation Instruction; Second Language Instruction; Skill Development; Word Recognition
IDENTIFIERS- English (British); Summarization; *World English

A discussion of pronunciation instruction in English for business communication focuses on raising learners' awareness of how English is spoken by various language groups around the world. It is argued that phonological consciousness-raising is an effective approach for limiting breakdowns in communication. The approach assumes that developing native-like English graduation rates. (MDM)

ED 424 805 HE 031 600

Belcheir, Marcia J.; Ollenburger, Jane C.
Faculty, Student, and Community Perceptions on the Value of a College Education. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998). This research was supported in part through a grant from the Coalition of Urban and Metropolitan Universities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *College Faculty; *College Students; *Community Attitudes; *Educational Attitudes; *Higher Education; Outcomes of Education; *Role of Education; Sex Differences; Student Attitudes; Student Development; Urban Universities; Value Judgment
IDENTIFIERS- *AIR Forum; College Outcomes Survey; Faculty Attitudes

This study examined faculty, student, and community perceptions of the purpose and value of a college education. A total of 536 undergraduates, 121 faculty, 211 members of the community of a metropolitan university completed a survey based on the ACT College Outcomes Survey that focused on educational outcomes and student growth. The results indicated that faculty and community members found information management skills to be of more importance than did students. Students and community members, however, placed more importance on the acquisition of job skills than did faculty. Women in all three groups placed more importance on all four educational outcomes--information management skills, academic skills, self-knowledge, and job skills--than did men. Faculty placed more importance on the role of the university in fostering values and intellectual growth than did students or community members. Faculty were also more committed to developing social awareness in students than were students themselves. On the other hand, students wanted the university to help them grow more interpersonally than faculty thought should be the case. (MDM)

ED 424 806 HE 031 601

Thomas, Kathleen N.; Perkins, George R.
The Breakdown of Consensus: Changing Public Policy. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Policy; *Enrollment Trends; *Financial Support; Higher Education; Introductory Courses; Retrenchment; *State Universities; *Undergraduate Students
IDENTIFIERS- *AIR Forum; *Florida; Integrated Postsecondary Education Data System

This study evaluated the hypothesis that the proportion of lower-level students to total students has an effect on the amount of funding that universities receive. Data on public baccalaureate examples are drawn from medicine and law. Also noted are academe's concerns with adjusting faculty work and retirement incentives. The discussion of peer review draws analogies between post-partner and post-tenure reviews, citing examples from think tanks and law firms as outside-the-academy practices. The discussion of academic freedom and employment security again draws examples from law firms and think tanks as analogous situations. A number of the examples are highlighted by boxed case studies. (Contains approximately 80 references.) (CH)

ED 424 824 HE 031 678

Breneman, David W.
Alternatives to Tenure for the Next Generation of Academics. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #14.
PUB DATE- 97
NOTE- 23p.; For related documents, see HE 031 666-678.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; College Environment; *College Faculty; Educational Economics; *Educational Trends; Employment Patterns; *Employment Practices; *Faculty College Relationship; Higher Education; Institutional Autonomy; Nontenured Faculty; Professional Autonomy; Quality of Working Life; *Tenure; Tenured Faculty

This paper, one in a series about the priorities of the professoriate, is premised on the belief that academic tenure in higher education, if not doomed, is likely to play a diminishing role in the employment of college and university professors in coming generations. The paper argues against the belief that institutions of higher education have a privileged position in U.S. society that implies higher education should be treated as a unique entity. Instead, it suggests that institutions have become more entrepreneurial, with market forces operating on them in powerful ways. Financial trends have created a widening gap in available resources, with richer institutions getting richer and those less well off falling behind. And, in the field of medicine, forces outside the university have reshaped the economic relationships that governed compensation for doctors and hospitals. Given these factors, would-be academics might favor a diversity of employment arrangements rather than an employment-reducing system of universal tenure. An alternative to tenure that is more in line with those in other professions is presented, with the caveat that tenure may be necessary where faculty members devote themselves to specialized careers. Wage differentials for tenure-track and nontenured positions are suggested; and some of the problems to be overcome are outlined. (CH)

ED 424 825 HE 031 679

Student Financial Aid. Schools' Experiences Using the National Student Loan Data System. Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Grade 7; Grade 8; Junior High Schools; Latin; Mnemonics; *Multiple Intelligences; *Retention (Psychology); Second Language Learning; *Second Languages; Teaching Methods; *Vocabulary Development

The report describes an experiment for increasing retention of foreign language vocabulary by using multiple intelligence approaches and memory enhancement tools. The targeted population was approximately 100 seventh- and eighth-grade Latin students. Student difficulty with vocabulary retention had been ascribed to the teacher's emphasis on verbal-linguistic teaching methods, students' lack of study skills, and varying degrees of student motivation. Review of solution strategies suggested by experts in the fields of both memory improvement and multiple intelligences resulted in a variety of interventions. Students were instructed using methods that introduce several multiple intelligence strategies and several memory improvement techniques, and were directly involved in composition and design of study materials in a cooperative learning context. The teacher de-emphasized verbal-linguistic approaches in favor of a more comprehensive approach. Post-intervention data showed an increase in scores on bi-weekly vocabulary quizzes, increase in awareness of memory techniques for foreign language vocabulary mastery, and awareness of varied learning styles in both teacher and students. Appended materials include the learning styles inventory and answer key, parent permission letter, vocabulary quizzes, journal entry forms, and grade 8 vocabulary quiz survey. Contains 25 references. (Author/MSE)

ED 424 746 FL 025 519

Feng, Anwei
A Canon, a Norm and an Attitude--Ideological Dimensions in Foreign Language Education in China.
PUB DATE- 98
NOTE- 35p.; Slightly revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; Comparative Education; *Educational Philosophy; Educational Trends; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; *Language Role; Politics of Education; Second Language Instruction; *Second Languages; Trend Analysis
IDENTIFIERS- *China

An examination of China's policy, "making the ancient serve the present and foreign things serve China," introduced by Mao Zedong, is intended to provoke further discussion of the ideological dimension of foreign language education (FLE) in China. Some observers suggest that this has been an important guiding doctrine in FLE since 1949, both overtly and as an underlying ideology. Development of this policy is placed in historical perspective, and the policy's impact on FLE and on people's attitudes toward foreign language expertise and foreign technology are represented through documented facts and examples. Implications of the policy in FLE are then explored by examining the country's most influential foreign language

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); *English (Second Language); Evaluation Criteria; Foreign Countries; Interrater Reliability; Measurement Techniques; Scoring; Second Language Instruction; *Test Construction; Test Items; Test Reliability; Test Validity; *Testing; *Writing Evaluation

A discussion of the evaluation of writing, particularly in English as a Second Language, argues for a communicative approach reflecting the current approach to language teaching and learning. The movement toward more communication-oriented and more valid language testing is examined briefly, and direct assessment is chosen as the preferred format within this approach. Practical procedures are then considered, focusing on possible task types, scoring, and test design. Recommended techniques include eliciting multiple samples of writing on a specific topic, holistic scoring of fulfillment of communicative intent by at least two independent raters, and realistic and concise prompts. Issues of topic selection, rater training, time constraints, test administration procedures, and test validity are also discussed. It is concluded that, while not as practical and reliable as indirect tests, such direct tests meet the goal of any language test (providing useful information about a learner's ability to effectively communicate) and exerts a positive "washback" effect on teaching and learning. A sample placement test is appended. (Contains 17 references.) (MSE)

ED 424 767 FL 025 558

Salies, Tania Gastao
Pronoun Case: Teaching Grammar within a Communicative Paradigm.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Class Activities; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Grammar; *Language Patterns; Language Styles; Pattern Drills (Language); *Pronouns; Second Language Instruction; Teaching Guides
IDENTIFIERS- Referents (Linguistics); Total Physical Response

A lesson designed to teach usage of pronoun case within a communicative paradigm in English as a Second Language is presented. The target population consists of adult, intermediate-level ESL students. The lesson begins with a chant to gain students' interest and create a relaxed learning atmosphere. Next follows a pantomime that illustrates the difference between subjects and objects using Total Physical Response techniques. This activity is supported by a chart on which the teacher transcribes the sentences students produce during the exercise. All the nouns are substituted for pronouns. Students are then invited to give examples based on the chant. This stage bridges the gap between language elicited through Total Physical Response and language in text form. Visual aids are encouraged. To close the oral activities, a set of exercises drills the featured constructions. Remaining instruction focuses on the explicit teaching of grammar and stresses only rules that can be activated during language production. Written exercises are recommended to reinforce this learning. Comments are offered on use of pronouns in formal and informal language. The chant and supporting instructional materials are appended. (Author/MSE) productive skills is not a primary goal of instruction, but that developing receptive skills is a goal. Based on voice recordings of 12 English-speakers from eight different countries, a series of classroom pronunciation tasks was designed. Tasks targeting comparison skills include: comparing General American English (GAE) with British Received Pronunciation (RP); comparing GAE and/or RP with non-native speakers; and comparing the learner's speech with native speakers. Comprehension-based tasks include: summarizing; word recognition; and identifying voice quality and characteristics. Some pedagogical suggestions are offered. Contains 5 references. (MSE)

ED 424 787 FL 025 588

Peters, Sandra; Saxon, Deborah
Integrating ESL into the Art History Classroom.
PUB DATE- 98
NOTE- 6p.; In: The Japan Conference on English for Specific Purposes Proceedings (Aizuwakamatsu City, Fukushima, Japan, November 8, 1997); see FL 025 575.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art History; Classroom Techniques; College Instruction; *Critical Thinking; *Curriculum Design; *English for Academic Purposes; *English for Special Purposes; English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Language of Instruction; Language Role; Second Language Instruction; Skill Development; Thinking Skills; *Vocabulary Development
IDENTIFIERS- *Content Area Teaching

Guidelines are offered for creating content-based, English-language instructional units for a first-year introductory art history course at an international college. The guidelines are meant to help Japanese students at a low level of English proficiency in a course being taught by a native-English-speaking professor. curriculum focused on development of knowledge about art history while fostering information processing, critical thinking, and meaningful communication skills. The first step is to determine objectives for both art history and language skill development, by identifying key content-area ideas and concepts and analyzing texts used in the discipline. Instructional materials are then sequenced, linking content assignments closely to language exercises. Activities are also designed to balance an academic focus with affective objectives, including responsiveness to art and self-expression. Activities found to engage and maintain student interest include jigsaws, paired dictation, paired questions, and role-playing. Repeating activities in different units, structuring assignments to focus student attention, linking abstract to concrete with visual aids, incorporating multiple media, linking curriculum to current events, encouraging students to contribute personal knowledge to the curriculum, allowing student needs and interests to surface, and constant monitoring of student progress are also found to be effective techniques. (MSE)

ED 424 788 FL 025 612

Scheduling Foreign Languages on the Block. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

or higher-degree-granting institutions were obtained from the 1994-95 Integrated Postsecondary Education Data System (IPEDS) survey. Multivariate analysis indicated that the higher the percentage of lower-level students enrolled in an institution, the lower the level of its funding. Based on this analysis, for each 1 percent increase in the number of lower-level students, funding decreased by $401,434. These results are discussed in light of economic retrenchment in public universities in Florida, which have a high percentage of upper-level students as a result of strong articulation agreements with community colleges. Since Florida's universities have a low proportion of lower-level students compared to the average university, their funding level per full-time equivalent (FTE) student should be higher than the average university. In fact, the actual state university system average funding per FTE student was $10,088, in comparison to the predicted amount of $10,869 per FTE student. (Contains 14 references.) (MDM)

ED 424 807 HE 031 602

Xiao, Beiling
Factors Influencing Master's Degree Attainment in Business, Engineering, Health and Human Sciences, and Visual and Performing Arts. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Art Education; Business Education; *Educational Attainment; Engineering Education; *Graduate Students; Graduate Study; Higher Education; *Intellectual Disciplines; *Masters Degrees; Medical Education; Universities
IDENTIFIERS- *AIR Forum

This study examined factors influencing master's degree attainment in various disciplines. Discrete-time survival analysis was used to examine the records of 3,189 graduate students in business, engineering, health and human sciences, and visual and performing arts at a large midwestern university for 6 years. It was found that 2,070 students had received a master's degree within 6 years. Students in business tended to receive their master's degrees later than did students in the other three areas, while students in health and human sciences received their degrees more quickly. Older graduate students took more time to receive their degrees than younger students. It was also found that first-semester grade-point average had a significant positive effect on degree attainment, while gender, Graduate Record Examination (GRE) scores, and Graduate Management Admission Test (GMAT) scores had no impact on master's degree attainment. Five data tables and four figures appended. (Contains 19 references.) (MDM)

ED 424 808 HE 031 603

Morriss, Susan B.
Strategic Change and Faculty Participation: Problems and Possibilities. AIR 1998 Annual Forum Paper.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).

DESCRIPTORS- Compliance (Legal); Data Collection; *Databases; *Government School Relationship; Higher Education; National Surveys; Participant Satisfaction; *Student Financial Aid; *Student Loan Programs; *Use Studies

IDENTIFIERS- Department of Education; *National Student Loan Data System

This report presents results of a survey of 600 postsecondary schools concerning their use of the National Student Loan Data System (NSLDS). NSLDS was developed to improve the quality and accessibility of student financial aid data, to reduce the burden on schools of administering the Department of Education's student financial aid programs, and to minimize fraud and abuse in these programs. The study found that postsecondary schools participating in federal student financial aid programs were making limited use of the NSLDS on-line and batch processing functions. It was estimated that almost half of the schools were not using these system capabilities at all, and more than half of the schools rarely or never performed seven of the ten tasks identified in the survey. The one use made of the system by most schools was to provide and update Student Status Confirmation Report (SSCR) information. Schools not using NSLDS cited such reasons for non-use as relying on alternative methods or facing limitations in resources or staff skills. Appendices provide more detail on the survey responses, the study's methodology, and the major student financial aid systems. Also appended are comments on the report from the Department of Education and the General Accounting Office's response. (DB)

ED 424 826 HE 031 680

Higher Education. Tuition Increases and Colleges' Efforts To Contain Costs. Report to the Honorable Charles E. Schumer, House of Representatives.

PUB DATE- 98

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; Cost Effectiveness; *Costs; *Educational Finance; Expenditures; *Higher Education; Income; Operating Expenses; Private Colleges; Public Colleges; Trend Analysis; *Tuition

IDENTIFIERS- *Cost Containment

This report presents results of a study of college tuition increases and what schools are doing to keep down costs. The study data included the years 1989-90 through 1995-96 and included community colleges and four-year public and private colleges and universities. The study involved use of multiple regression techniques, interviews with school officials and experts on college finance and policy, and a review of published research. Findings indicated that tuition has risen faster (30 percent) at both four- and two-year public institutions than at four-year private schools (17 percent) in the past 5 years, although dollar increases were substantially higher at private institutions. At both four-year public and private schools, the size of tuition increases was statistically related to such financial variables as schools' revenue from grants, contracts, and gifts; changes in government appropriations for public schools; and changes in schools' costs. A variety of cost-cutting strategies were identified, such as eliminating degree programs or academic departments, increasing class size, streamlining administrative operations, and privatizing such operations as bookstores and

not done to help the person figure out their capabilities; (5) people are helped to find their own jobs rather than fit into existing programs; (6) the program makes every effort help people use services and resources used by all community members; (7) emphasis is placed on matching the person with a situation which meets individual needs and/or lessens the possibility of behavior challenges; (8) as much as possible, training is done by the employer; and (9) training and support are customized to the special needs of the individual. The report concludes with a list of Massachusetts and national resources. (CR)

ED 424 703 EC 306 616

Moving On...Planning for the Future. The Institute Brief.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; Check Lists; Community Programs; *Disabilities; *Education Work Relationship; Educational Planning; Employment; High School Students; High Schools; Housing; *Individualized Education Programs; Postsecondary Education; *Self Determination; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; Massachusetts

This brief discusses the transition of high school students with disabilities to adult life. Federal law provisions that require a transition plan for all students who have an Individualized Education Program (IEP) are reviewed and a checklist is provided that outlines positive transition planning practices that can be used for self-evaluation and program development. The newsletter explains outcomes areas in transition planning, including issues and concerns about housing, employment, postsecondary education, and community living. It recommends that providers and students consider that: (1) the Statement of Needed Transition Services should be developed prior to the completion of the IEP; (2) ancillary school services such as guidance and extra-curriculars can be used to meet transition goals; (3) employment-related transition goals can be addressed in vocational education programs or employment after school; (4) daily living skills can be addressed in classes offered by the school; and (5) all transition goals may be accomplished both in school and in the community. The Massachusetts Transition Initiative is explained and a list of Massachusetts and national resources is provided. Four checklists are also included that can help students prioritize and think about what they want to do with their lives after high school. (CR)

Education; Preschool Education; Program Evaluation; Racial
Differences; Racial Discrimination; Sex Differences; *Special
Education; Special Education Teachers; *Student Characteri
*Individuals with Disabilities Education Act
IDENTIFIERS- *Individuals with Disabilities Education Act

The 20th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is divided into four sections organized around a model which views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors, contains background information on the setting within which special education services are provided to children and youth with disabilities. Changes to IDEA resulting from the IDEA Amendments of 1997 are presented and the implementation of state accountability systems are described. Section 2, on student characteristics, explores five groups of students: infants, toddlers, and preschoolers with disabilities served under IDEA; students ages 6 through 21 served under IDEA; the racial/ethnic composition of students with disabilities; gender as a factor in special education eligibility, services and results; and students with emotional disturbance. Section 3, on school programs and services, has five modules that examine some of the programs and services available within schools for students with disabilities and their families, including: (1) national trends in demand and shortage of special education teachers; (2) using Individualized Family Service Plans with preschoolers; (3) educational environment for students with disabilities; (4) funding for IDEA; and (5) state progress in the of interagency agreements. A fourth section, on student results, contains six modules that address: (1) standards-based reform and students with disabilities; (2) developing alternate assessments for students with disabilities; (3) secondary school completion for students with disabilities; (4) state improvement and monitoring; (5) performance indicators for special education; and (6) results for Regional Resource Centers' technical assistance to states. Extensive appendices provide datatables (child count, educational environments, personnel data, exiting data, population and enrollment data, financial data, and early intervention); summaries of state agency/federal evaluation studies; profiles of the program agenda; and activities of the regional resource centers. (Individual sections contain references.) (CR)

course, college English, focusing on its syllabus, materials writing, and teaching methods. Finally, how the policy will be implemented further is discussed by examining some "quasi-official" documents, a term coined to refer to commercial publications authored by or bearing names of senior government officials. Contains 39 references. (MSE)

ED 424 747   FL 025 521

Jones, Nathan B.
When EFL Writing Students Draft Oral Histories.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the International Conference of the National Council of Teachers of English (3rd, Bordeaux, France, August 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; College Instruction; *English (Second Language); Foreign Countries; Higher Education; *Oral History; Second Language Instruction; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Taiwan

Encouraging students of English as a foreign language (EFL) to write family oral histories is an excellent way to teach academic writing and spark student interest. Oral history is defined, steps in writing oral histories are outlined, advantages and disadvantages of having undergraduate EFL composition students draft them are examined, and examples of student oral histories are described. References to student work are from family oral history papers completed by 30 EFL students enrolled in a one-semester advanced writing class in Taiwan. Students' evaluative comments about using oral histories to teach EFL composition are drawn from routinely-administered post-course surveys, which ask what students liked and disliked about the course and their recommendations for change. Excerpts of student writing are included. (MSE)

ED 424 768 FL 025 559

Tsagari, Constance
Method Effect on Testing Reading Comprehension: How Far Can We Go?
PUB DATE- 94
NOTE- 96p.; Master's Thesis, University of Lancaster.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; Language Processing; Language Tests; Multiple Choice Tests; Protocol Analysis; Questionnaires; *Reading Comprehension; *Reading Strategies; *Reading Tests; Second Language Instruction; Student Attitudes; *Test Format; *Test Wiseness

This study investigated and compared the effects of two test formats (free response and multiple choice) on English-as-a-Second-Language (ESL) learners' reading comprehension. The tests, together with a checklist of test-taking strategies and retrospective questionnaires concerning more general reading strategies, were administered to 57 ESL graduate students. Two students were also given think-aloud interviews on the tests. Results indicate that the two tests, with identical content but different formats, may not yield measures of the same trait. This was further evidenced by the frequency with which students selected strategies from the checklist to describe their ways of processing the same items in the two formats. A double-check on the checklist's validity showed it to be reflective of the students' strategies. Implications for test designers, teachers creating their own tests, and test validators are discussed. Appended are the test instruments and results. (Contains 41 references.) (Author/MSE)

(ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Advanced Courses; *Articulation (Education); *Block Scheduling; Educational Strategies; Elementary Secondary Education; Language Proficiency; Retention (Psychology); Second Language Instruction; Second Language Learning; Time Factors (Learning)
IDENTIFIERS- ERIC Digests

This digest provides a description of block scheduling and discusses specific advantages, concerns, and considerations of block scheduling and foreign language instruction and learning. Block scheduling is a reorganization of school time that comes in many complex variations, including 4x4 (four blocks of 90 minutes each) and A/B (eight blocks taught on alternate days throughout the year) schedules. Advantages discussed include more concentration in the language being studied, the potential of longer class periods, more opportunities to offer and take advanced courses, an increased number of possibilities for selecting electives, and more time to internalize the language. Concerns and considerations include sequencing of foreign language courses, availability of courses, development of language proficiency, language retention, and articulation. Scheduling issues are also addressed. Included are several suggestions for scheduling foreign language courses on the block. (JL)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Administration; *College Faculty; Cross Cultural Studies; Educational Attitudes; Educational Change; Educational Planning; Faculty College Relationship; *Foreign Countries; *Higher Education; Institutional Mission; Participation; *Participative Decision Making; Rewards; School Culture; *Strategic Planning
IDENTIFIERS- *AIR Forum; Australia; Canada; Singapore; United States

This study examined the role of faculty participation on strategic change within higher education. An open-ended questionnaire was completed by seven individuals from Singapore and the United States who had had experience with higher education strategic planning and change as both faculty and administrators in Australia, Canada, Singapore, and the United States. It was found that all of the respondents agreed on the necessity of involving stakeholders, particularly the faculty, in strategic change. Many also pointed to the difficulty of getting quality participation from faculty, due to the fact that faculty often have a narrow perspective, that faculty participation involves a large commitment of time, and that faculty are often reluctant to address complex issues or problems. Respondents emphasized the negative impact of overly hierarchical and bureaucratic organizational structures, which were more typical in Singapore than elsewhere. The comments also emphasized the impact that organizational culture, planning processes, reward structures, and institutional mission can have on faculty participation in strategic change. Suggestions for encouraging and improving faculty participation were also offered. (Contains 32 references.) (MDM)

food service. Five appendices provide additional detail on the study's methodology, findings, and examples of cost-cutting efforts. Also appended are comments from the Department of Education. (DB)

ED 424 827 HE 031 681

Ruppert, Sandra; Harris, Zelema; Hauptman, Arthur; Nettles, Michael; Perna, Laura W.; Millett, Catherine M.; Rendon, Laura; Tinto, Vincent; Hurtado, Sylvia; Inkelas, Karen
Reconceptualizing Access in Postsecondary Education and Its Ramifications for Data Systems: Report of the Policy Panel on Access. (Washington, DC, September 9, 1997).
PUB DATE- 98
NOTE- 211p.; A 19-minute videotape containing highlights of the panel meeting has been separately published as NCES-98-314. A brief 11-page brochure entitled "Definition of Access; Where Will They Lead Us? User's Guide," separately published as NCES-98-271 to accompany the videotape, is appended here.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Admission; *Data Collection; Educational Demand; Educational Policy; Educational Supply; Equal Education; Higher Education; Postsecondary Education; Public Policy

This document presents papers prepared for a conference of higher education researchers, policy analysts, practitioners, and administrators. The conference centered around whether a new, broader conceptualization of access to postsecondary education is required, and what such an expanded definition of access would mean in terms of policy, research, and data collection. The first paper, a synthesis of the discussion, is "Reconceptualizing Access: A Review of the Findings from the NPEC/ACE Policy Panel on Access and Its Data Systems Ramifications" (Sandra S. Ruppert). Five experts were commissioned to prepare the following papers: (1) "Access to Higher Education" (Zelema M. Harris); (2) "Assessing the Impact of Public Policies on Access to Postsecondary Education" (Arthur M. Hauptman); (3) "Research Questions and Data Resource Needs for Examining Student Access to Higher Education" (Michael T. Nettles, Laura W. Perna, and Catherine M. Millett); (4) "Access in a Democracy: Narrowing the Opportunity Gap" (Laura I. Rendon); and (5) "From Access to Participation" (Vincent Tinto). The final paper, by Sylvia Hurtado and Karen Kurotsuchi Inkelas, is an overview of bibliographic resources and is titled "New Dilemmas of Access and Implications for National Data Use/Availability: A Summary and Annotated Bibliography of Sources." Appended is a list of panel participants. (Individual papers contain references.) (DB)

DOCUMENT RESUME
ED 424 350

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APRIL 1999

FROM:ED 424 828
TO:ED 425 263

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ED 424 828 HE 031 682

Security on Campus. Hearing before a Subcommittee of the Committee on Appropriations, United State Senate, One Hundred Fifth Congress, Second Session. Special Hearing.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Federal Legislation; Government School Relationship; Higher Education; Recordkeeping; *School Safety
IDENTIFIERS- *Reporting Laws; *Student Right to Know and Campus Security Act; University of Pennsylvania

This document presents the transcript of a congressional hearing held before a Senate subcommittee concerning reporting requirements of the Student Right to Know and Campus Security Act of 1990. Among issues addressed is whether the definition of "campus" includes buildings used partially or completely for commercial purposes, sidewalks, and hospitals, and whether hate crimes should be included in reporting requirements. Emphasis is on a current case involving the University of Pennsylvania. Following an opening statement by Senator Arlen Specter, the report includes the texts of oral statements and prepared statements by the following individuals or organizations: Howard Clery, founder of Security on Campus, Inc.; Jacob McKee, a student; Barbara Prentice, a parent; Stanley Ikenberry, president of the American Council on Education; Michele Goldfarb, administrator at the University of Pennsylvania; Peter C. Erichsen, vice president and general counsel at the University of Pennsylvania; Dolores A. Stafford, director of the university police department at George Washington University (District of Columbia); the International Association of Campus Law Enforcement Administrators; David A. Longanecker, Assistant Secretary for Postsecondary Education, U.S. Department of Education; and Robert C. Torricelli, U.S. Senator. (DB)

ED 424 829 HE 031 683

Technology and Its Ramifications for Data Systems: Report of the Policy Panel on Technology. (Washington, DC, August 4-5, 1997).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 49p.; Prepared by the "Policy Panel on Technology" for the "National Postsecondary Education Cooperative (NPEC) Subcommittee on the Policy Panel on Technology."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Data Analysis; *Data Collection; *Databases; Delivery Systems; Educational Finance; Educational Policy; Higher Education; Recordkeeping; Student Evaluation; *Technological Advancement
IDENTIFIERS- *National Postsecondary Education Cooperative

This report presents six papers originally prepared for a policy panel meeting which explored the data ramifications of changes within postsecondary education brought about through the expanded use of technology. Following an executive summary and an introduction, the major papers are: (1) "The Growth of

ED 424 848 HE 031 703

Barbett, Samuel
Fall Enrollment in Postsecondary Institutions, 1996. E.D. Tabs.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Eligibility; *Enrollment; *Enrollment Trends; Federal Aid; Graduate Study; Higher Education; Minority Groups; Private Colleges; Professional Education; Public Colleges; Statistical Data; Student Characteristics; Student Financial Aid; Tables (Data); Trend Analysis; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Higher Education Act Title IV

This report presents enrollment data for four-year and two-year postsecondary institutions that were eligible for Title IV federal financial aid in 1996. Data were obtained from the 1996 fall enrollment survey. Survey findings are presented in five major sections: (1) characteristics of enrolled students; (2) types of institutions attended; (3) attendance status; (4) changes in enrollment, 1992-96; and (5) enrollment by state. Section 1 includes data for all postsecondary institutions, while Sections 2 through 5 focus on degree-granting institutions. A highlights section identifies key findings such as the following: in 1996, 14.8 million students were enrolled in the nation's 6,404 Title IV-eligible postsecondary institutions; black students comprised 11 percent of undergraduates at degree-granting institutions, but only 7.2 percent of graduate students; among all students, 77.4 percent attended public degree-granting institutions; overall, 59.2 percent of undergraduate students and 42.3 percent of graduate students attended school full-time; and between 1995 and 1996 there was a decline in enrollment at public four-year institutions and an increase in enrollment at public two-year institutions. Detailed statistical tables for degree-granting institutions are presented in the first four appendices. The fifth appendix provides technical notes on study methodology. (DB)

ED 424 849 HE 031 704

Owings, Jeff; Madigan, Timothy; Daniel, Bruce
Who Goes to America's Highly Ranked "National" Universities? Statistics in Brief.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Standards; *College Choice; High Achievement; Higher Education; *Selective Admission; *Student Characteristics; Tables (Data)
IDENTIFIERS- National Education Longitudinal Study 1988; Scholastic Assessment Tests; U S News and World Report

This report examines characteristics of students who enroll in the 50 highly selective universities identified by "U.S. News and World Report" as "Tier 1 National Universities." It explores whether achievement, course-taking patterns, participation in extracurricular activities, having a computer at home, or type of high school attended help predict enrollment of students in these institutions. Data from the

ED 424 867 IR 057 232

Schlesinger, Aaron
Staffing Pattern Questions at the Cleveland Heights-University Heights Public Library.
PUB DATE- 97
NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Library Administration; *Library Personnel; Library Planning; Library Research; *Library Services; Measurement Techniques; *Public Libraries; Questionnaires; *Reference Services; *Scheduling; *Staff Utilization; Tables (Data); Use Studies; Validity
IDENTIFIERS- *Information Desks; Ohio (Cleveland Heights)

This paper reports on a study conducted to determine if staffing changes were necessary at the information desk at the main branch of the Cleveland Heights-University Heights Public Library (Ohio). Questions addressed included: (1) What times are busiest in the library? (2) Should there be changes in staffing the reference desk that could lead to increased patron use of this service? and (3) Is the survey form used to collect reference desk transaction data understood and used correctly by those who are completing it? The study analyzed two sets of data. The first set consisted of 52 weeks of data collected using a daily tally sheet for reference queries that used hash marks to record how many times different types of transactions were completed. The second set was a validity test on the tally sheets; a three-page questionnaire asking procedural questions and questions differentiating between types of transactions was given to all 16 people who worked at the reference desk. Findings indicated that changes were needed to better handle the busier times at the desk, and that the tally sheet has validity problems. Results are presented in table form. The tally sheet, questionnaire, and cover letter are appended. Contains 15 endnotes. (DLS)

ED 424 868 IR 057 234

Nawalaniec, Theresa M.
The Aging of Archival Storage Boxes as Indicated by pH.
PUB DATE- 98
NOTE- 29p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Acids; *Age; *Archives; Change; *Chemical Analysis; Correlation; Higher Education; *Information Storage; Tables (Data)
IDENTIFIERS- Acid Free Paper; *pH

In order to determine if the pH of archival storage boxes decreases over time, experimental research was performed by sampling 25 Hollinger, one cubic foot, archival storage boxes from the Kent State University (Ohio) Archives. Boxes chosen for testing were new, 5, 10, 15, and 20 years old. Each box was tested for pH value using pH pens and a cold extraction method, both in duplicate, to see if there was a relationship between pH value and age of archival box. Most of the 10 to 20-year-old boxes increased in acidity in comparison to their original pH values. A few of the 10 to 20-year-old boxes were still acid-free. All new and 5-year-old boxes were found to be acid-free.

ED 424 888 JC 980 467

DiMaria, Joseph P.
Creating Model Partnerships That Help Attract and Retain Students. Agreements between Two-Year and Four-Year Colleges. A Community College Prospective of Networking for Student Success.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Administration; College Transfer Students; Community Colleges; Cooperative Programs; Educational Change; Educational Planning; High School Graduates; Higher Education; *Institutional Evaluation; *Institutional Mission; *Partnerships in Education; *Self Evaluation (Groups); *Transfer Policy
IDENTIFIERS- Community College of Rhode Island

This paper provides several model transfer agreements, discusses the importance of entering into transfer agreements for both two-year and four-year institutions, and stresses the necessity of an honest self-evaluation before proceeding into transfer agreement negotiations. CCRI's institutional self-assessment uncovered student attrition problems, a negative perception in the community regarding the transferability of its courses, a good reputation for remedial programs, and the advantage of its low cost. These programs were aimed at correctly classifying, placing, and retaining the student population. After having identified strengths and weaknesses within the institution, CCRI developed the following objectives: (1) to better use its capacity of both faculty and space; (2) to recruit more focused full-time 18 year-old students; (3) to improve the college's reputation by way of highlighting CCRI graduate accomplishments; (4) to protect its enrollment by maintaining its best students; (5) to become part of the four-year college experience; and (6) to help satisfy its faculty by admitting a higher-quality student body. To meet these objectives, CCRI decided to pursue transfer agreements aggressively. The paper includes a list of schools with which CCRI shares transfer articulation. (AS)

ED 424 889 JC 980 468

O'Neill, Michael; Higdon, Jo Ann
Innovative Partnerships within a College.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Community College League of California (69th, Long Beach, CA, November 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Comparative Analysis; Costs; *Educational Finance; Expenditures; Institutional Cooperation; Operating Expenses; *Partnerships in Education; Program Effectiveness; *Promotion (Occupational); Shared Resources and Services; Two Year Colleges
IDENTIFIERS- Desert Community College District CA

In 1996, the faculty union and administration at Desert Community College District (DCCD) partnered to identify new funds that

ED 424 909 PS 026 921

Thomson, Jeanette Kroese
Learning Together with Children. Learning with Your Child Is One of the Greatest Joys of Parenting. Second Edition.
PUB DATE- 98
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Child Rearing; Discipline; Imagination; Individual Development; Language Acquisition; *Parent Child Relationship; *Parent Role; Parent Teacher Cooperation; Parenting Skills; *Parents as Teachers; Self Control

Written from both a personal and a professional perspective, this book discusses how parents can help their children learn by learning along with them. Part One, "The Learning-Teaching Parent," encourages parents to participate in the learning process with their child. Chapters in this section are: (1) "The Learning Child"; (2) "The Roots of Intelligence"; (3) "A Learning-Teaching Parent"; (4) "An Easy Way"; (5) "As the Wheels Turn"; and (6) "Math Making Sense." Part Two, "Self-Discipline: The Confident Parent--The Confident Child," discusses how parents can guide their child to self-discipline by establishing self-discipline for themselves. Chapters in this section are: (7) "Watching Television"; (8) "Toilet Training"; (9) "Smoking"; (10) "Feeling Included"; (11) "The Parent as Role Model"; and (12) "Youth and Electronic Power." Part Three, "Free To Be," expresses how a child needs time and space to grow. Parents can create this time and space by considering personal and family time and space at home and away from home. Chapters in this section are: (13) "Learning to Stand Alone"; (14) "Encouraging the Imagination through Stories, Music, and Art"; (15) "Storytelling: An Ancient Activity"; (16) "Time for Your Child and You"; and (17) "Spaces for Your Child and You." Part Four, "Your Child's Language Begins with You," includes a learning journey of a young mother and her awareness of her child's language development. Chapter in this section are: (18) "The Listening-Talking Dialogue"; (19) "The Meaning Is the Message"; (20) "The Joy of Reading to Your Child Every Day"; (21) "Reading Building Blocks"; and (22) "Grammar on the Playground." Part Five, "Learning and Living Together," discusses how parents, teachers, and others cooperate to educate children. Chapters in this section are: (23) "It Takes a Village"; (24) "Parents as Educators"; (25) "A World View"; (26) "The Roots of Culture"; and (27) "Traveling Together." Most of the chapters contain sources for additional information. The book concludes with an appendix listing major educational associations. (Contains 152 references.) (Author/LPP)

ED 424 910 PS 026 984

Fitzell, Susan Gingras
Free the Children! Conflict Education for Strong and Peaceful Minds. Conflict Resolution Skills for Pre-K through Grade 12.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English

ED 424 929 PS 027 027

Maine Kids Count 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 72p.; For 1994 Data Book, see PS 027 025; for 1995-96 Data Book, see PS 027 026; and for 1998 Data Book, see PS 027 028.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Foster Care; Higher Education; Infants; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Prenatal Care; Safety; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Well Being
IDENTIFIERS- Arrests; Child Safety; *Indicators; *Maine

This Kids Count report details statewide trends in the well-being of Maine's children. The statistical portrait is based on indictors children's well-being in four areas: (1) physical and mental health; (2) social and economic opportunity; (3) community and family environment; and (4) education and learning. The report's introduction describes goals for Kids Count, presents a Maine state profile including comparative national data where available, and describes the indicators addressed. The second section, and bulk of the report, presents a demographic profile for each of the state's 16 counties, and the county data, including a comparison to the statewide averages and changes from the 1995-96 report, for the 20 indicators of child well-being. The 20 indicators are: (1) children in families receiving Aid to Families with Dependent Children (AFDC); (2) children receiving subsidized lunches; (3) children on Medicaid; (4) unemployment; (5) births to unmarried teens; (6) prenatal care; (7) low birth-weight; (8) infant mortality; (9) number of physicians; (10) number of dentists; (11) children in foster care; (12) child deaths, ages 1-14; (13) teen deaths; (14) teen violent deaths; (15) child suicide; (16) domestic assaults; (17) arrests; (18) dropout rate; (19) post-secondary education rates; and (20) children with special needs. The report's two appendices present definitions and data sources used in completing the report, and 20 references for further reading. (SD)

ED 424 930 PS 027 028

Maine Kids Count 1998 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 77p.; For 1994 Data Book, see PS 027 025; for 1995-96 Data Book, see PS 027 026; for 1997 Data Book, see PS 027 027.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Foster Care; Higher Education; Infants; Mortality

ED 424 948 PS 027 077

Family Child Care Licensing Study, 1997.
PUB DATE- 97
NOTE- 240p.; Page 'iii' of the Introduction is not contained in this document and could not be obtained. For the 1994 study, see ED 375 947; for the 1995 study, see ED 389 459; for the 1996 study, see ED 399 080, and for the 1998 study, see PS 027 078.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; *Certification; Child Health; Compliance (Legal); Disabilities; Discipline Policy; *Early Childhood Education; Educational Policy; *Family Day Care; Inspection; National Surveys; Nutrition; Safety; Sick Child Care; *State Agencies; State Legislation; *State Regulation; State Standards; Teacher Education; Zoning
IDENTIFIERS- Child Safety; *Day Care Licensing

This report details the findings of an annual survey of state child care regulatory agencies. The survey gathered data on both small family child care homes and group or large family child care homes in each of the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands. The report's introduction lists the survey categories and defines or explains each category. The main body of the report lists responses from each state's regulatory agency, categorized into the following areas: number of regulated homes; definitions and regulatory requirements; unannounced inspection procedures; tracking of license denials and revocations; complaint procedures; provider qualifications; provider training and orientation; discipline policy; emergency medical consent policy; environmental policy; immunization policy for children; fire code policy; nutrition policy; smoking policy; before and after school programs; infant care programs; programs for children with disabilities; sick child care programs; zoning regulations; available resources; local contact; and pending/new legislation. The report's appendix lists each state's regulatory office and contact person. (LBT)

ED 424 949 PS 027 078

Family Child Care Licensing Study, 1998.
PUB DATE- 98
NOTE- 247p.; For the 1997 study, see PS 027 077.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Welfare; Childhood Needs; Children; *Compliance (Legal); Educational Legislation; *Family Day Care; Legal Responsibility; *State Legislation; *State Regulation
IDENTIFIERS- *Day Care Licensing; *Day Care Regulations; District of Columbia; Home Based Programs; Licensed Programs; Puerto Rico; Regulatory Programs; United States; Virgin Islands

This report details a survey of state child care regulatory agencies. Data on both small family child care homes (FCCH) and group or large family child care homes (LCCH or GCCH) are included and organized into 22 categories: (1) number of regulated homes; (2) definitions and regulatory requirements; (3) unannounced inspection procedure; (4) tracking of denials and revocations; (5) complaint procedure; (6) provider qualifications; (7) provider training and orientation; (8)

ED 424 967 PS 027 099

Kids Count: The State of the Child in Tennessee, 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 64p.; For related Tennessee Kids Count documents, see PS 027 096-027 102.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Crime; Day Care; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; Employment Patterns; Guns; Health Insurance; Infant Mortality; Juvenile Justice; Mental Health; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Suspension; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; Out of Home Care; Sexually Transmitted Diseases; *Tennessee; Vaccination

This Kids Count report examines trends in the well being of Tennessee's children. The statistical portrait is based on 23 indicators of child well being: (1) single-parent families; (2) family income/poverty; (3) children receiving Aid to Families with Dependent Children (AFDC); (4) student participation in school nutrition programs; (5) child abuse and neglect rate; (6) children referred to juvenile courts; (7) child commitment rate to state care/custody; (8) enrollment in state health insurance program; (9) prenatal care rate; (10) low-birthweight rate; (11) infant mortality rate; (12) child death rate; (13) teen pregnancy rate; (14) court referrals for drug-related offenses; (15) teen HIV/AIDS incidence; (16) teen sexually transmitted disease rate; (17) teen violent death rate; (18) immunization completion rate; (19) child care spaces; (20) academic achievement; (21) firearm-related school expulsions; (22) high school dropout rate; and (23) students receiving special education. Following an executive summary, the data are presented in three sections. Section 1 indicates that single-parenthood is a growing trend, child poverty was 26 percent of all children, and there were declines in the percent of children in families receiving AFDC and juvenile court referrals. Section 2 identifies the immediate benefit of TennCare providing health insurance to previously uninsured children, and reports improvements in prenatal care, vaccine completion, infant and child mortality, and teen pregnancy. Section 3 provides results of mandated achievement testing programs, and reports reductions in the dropout rate but significant increases in firearm-related school suspensions. Each section delineates county and statewide data for most indicators. (KB)

ED 424 968 PS 027 100

Kids Count: The State of the Child in Tennessee, 1996. A County-by-County Statistical Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 249p.; For related Tennessee Kids Count documents, see PS 027 096-027 102.
LANGUAGE- English

ED 424 985 PS 027 167

Montana Kids Count Data Book and County Profiles, 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 321p.; For 1996 Data Book, see ED 405 955. For 1995 Data Book and County Profiles, see PS 027 168.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; *Counties; Crime; Delinquency; Demography; Early Parenthood; Elementary Secondary Education; Foster Care; Incidence; Infants; Mortality Rate; Poverty; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Montana

This Kids Count publication is the first to examine statewide trends in the well-being of Montana's children. The statistical portrait is based on 13 indicators of well-being: (1) low birthweight rate; (2) infant mortality rate; (3) child death rate; (4) teen violent death rate; (5) percent of public school enrollment in Chapter 1 programs; (6) percent of public school enrollment in special education; (7) percent of population younger than 16 years in out-of-home placements; (8) child abuse and neglect rates; (9) child poverty rate; (10) percent of public school enrollment in free/reduced meals; (11) percent of all births to single teens; (12) percent of youths in alcohol/drug treatment; and (13) juvenile crime as a percent of the population. The bulk of the data book presents the findings on the well-being indicators and notes trends from the mid-1980s when data are available. The data book indicates that Montana's infant mortality is the lowest among neighboring states. However, births to single teens and the percent of children living in poverty are increasing. The data book also contains data notes and sources and acknowledgements. The county profile book presents statistical profiles arranged by county for each of Montana's counties, as well as information on demographics, parental employment, single parent families, percent of children with limited English proficiency, welfare program participation, school enrollment, and family risk. (KB)

ED 424 986 PS 027 168

Montana Kids Count Data Book and County Profiles, 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 357p.; For 1996 Data Book, see ED 405 955; for 1994 Data Book, see PS 027 167.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; *Counties; Crime; Delinquency; Demography; Early Parenthood; Foster Care; Incidence; Infants; Mortality Rate; Poverty; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Montana

ED 425 005 PS 027 191

Imel, Susan; Wagner, Judy
The Internet as an Instructional Tool in Family Literacy Programs.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Adult Students; Computer Mediated Communication; *Computer Uses in Education; Educational Technology; *Family Literacy; Teaching Methods; *World Wide Web

This edited transcription of a presentation by Susan Imel and Judy Wagner, of the ERIC Clearinghouse on Adult, Career, and Vocational Education, discusses the use of the Internet in adult education and family literacy programs. Issues discussed include models of technology instruction, adult learning characteristics, and World Wide Web sites of potential interest for adult education. The paper concludes with two appendices--one listing family literacy/technology Web sites and electronic discussion lists and another giving responses to a survey posted to electronic discussion lists about the use of technology in family literacy programs. (LPP)

ED 425 006 PS 027 192

Komoski, Ken
Families, Equity, and Technology: "The 81 Percent Solution" Revisited.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *After School Programs; Community Coordination; Community Education; *Computer Uses in Education; Educational Technology; *Equal Education; *Lifelong Learning; Low Income Groups; *Nonschool Educational Programs; School Community Relationship; *Self Help Programs; Special Needs Students; World Wide Web

Because students spend only 19% of their time each year in school, families and schools need to focus jointly on "the 81% solution" to improve learning beyond the school day and year. This paper discusses examples of the 81% solution that are being implemented in a variety of communities by the LINCT (Learning and Information Networking for Community via Telecomputing) Coalition, a nationwide coalition of socially concerned, nonprofit organizations working together to help communities to achieve universal access to electronic information and learning via community networks and the Internet. The goal of LINCT is the achievement of electronic equity at the community level by enabling even the poorest members of a community to "learn and earn" home computers via "electronic sweat equity." Communities are finding that this

ED 425 024 PS 027 210

Robertson, Anne S., Ed.
Parent News: A Compilation of 1997 Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 539p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed out from Web site. For Volume 2, see PS 027 209; for Volume 4, see PS 027 211.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Rearing; Newsletters; *Parent Child Relationship; Parent Education; Parent Student Relationship; *Parenting Skills
IDENTIFIERS- National Parent Information Network

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1997. Each monthly issue contains feature articles describing the activities of the National Parent Information Network, summarizing research useful to parents, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include healthy communities; television; children's health; discipline; grandparents as parents; grade repetition; reading to infants and children; partnerships for student success; services for teen parents; child care; fathering; family and community traditions; eating habits; children with special needs; brain development in young children; preventing substance abuse; displaced children; language acquisition; latchkey children; motor skill and cognitive skill development; partnerships between parents and physicians; the Internet and families; teen drivers; foster parenting; parent information centers; and adoption. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including: (1) book reviews; (2) World Wide Web and gopher sites; (3) organizations; (4) national organization phone numbers; (5) a calendar of events; (6) newsletters; and (7) guides, brochures, and fact sheets for parents. (DR)

ED 425 025 PS 027 211

Robertson, Anne S., Ed.
Parent News: A Compilation of 1998 Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 454p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed out from Web site. For Volume 2, see PS 027 209 and for Volume 3, see PS 027 210. "Parent News" moved to bimonthly publication schedule with the Sept.-Oct. 1998 issue.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

ED 425 042 RC 021 741

Beneria, Lourdes
The Impact of Industrial Relocation on Displaced Workers: A Case Study of Cortland, NY.
SPONS. AGENCY- State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Economic Impact; Females; *Job Layoff; *Labor Market; *Retraining; Rural Areas; Small Towns; Stress Variables
IDENTIFIERS- *New York (Cortland)

This report examines a typical case of a small town within a predominantly rural county losing its largest employer of many years. During 1992-95, over 850 workers were laid off in Cortland, New York, as Smith-Corona Corporation transferred its manufacturing operations from Cortland to Tijuana, Mexico. Interviews with laid-off workers, conducted during 1993-96, indicate that the relocation created significant short- and long-term economic and noneconomic losses for workers. Post-layoff assistance included unemployment compensation, severance pay, financial support for attending technical school or college or obtaining a high school equivalency diploma, and job search counseling. Despite this assistance, the majority of workers' new jobs paid them less, with women workers losing a larger percentage of their income. The plant closing also adversely affected noneconomic aspects of workers lives in the form of health problems, family conflicts, and children's behavior problems. These very significant impacts were not compensated by the private sector or the government. The findings are discussed in relation to the negative impacts of globalization on workers and their families, disproportionate losses suffered by women, deficiencies of an education and retraining policy focused outside the workplace, the compounding of layoff impacts by a stagnant or deteriorating rural economy, the patchwork nature of federal programs for dislocated workers, and the need for more comprehensive federal and state policies to assist such workers. (Author/SV)

ED 425 043 RC 021 742

Five Years of Education Reform in Rural Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 10p.; For previous volume, see ED 378 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Educational Assessment; *Educational Change; Elementary Secondary Education; Financial Support; Integrated Services; *Nongraded Instructional Grouping; Parent Participation; Participative Decision Making; Professional Development; Rural Education; *School Based Management
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; Kentucky Instructional Results Information System; *Reform

ED 425 061 SE 061 856

Ye, Renmin; Wells, Raymond R.; Talkmitt, Susan; Ren, Hanxia
Student Attitudes toward Science Learning: A Cross-National Study of American and Chinese Secondary School Students.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Las Vegas, NV, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Concept Formation; Foreign Countries; Grade 10; *Knowledge Representation; Lecture Method; Secondary Education; *Sex Differences; *Student Attitudes; Student Interests
IDENTIFIERS- China; United States

This study investigates and compares American and Chinese secondary students' science achievement, their attitudes toward science, and other factors influencing science learning. The subjects, in Grades 7-12, include Chinese students (N=495) and American students (N=469). A survey of attitudes towards science developed by the authors was employed and the data used to analyze student achievement and attitudes toward science. The discussion of results centers on comparison of student attitudes toward science by country, grade level, and gender. Findings suggest that a student's nationality has a much greater effect on science attitudes than gender or grade level. (DDR)

ED 425 062 SE 061 860

Choosing a Delivery Route. Student's Edition. Transportation Demand Management.
PUB DATE- 97
NOTE- 34p.; For related document, see SE 061 861.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Group Activities; High Schools; *Mathematics Education; *Problem Solving; *Puzzles; Thinking Skills; *Traffic Circulation; *Transportation

This publication is designed to educate high school students about the problems and challenges of transportation. The parent project was conceived as a mathematics curriculum project, but developed into an interdisciplinary project to ensure that students would become well informed regarding the transportation decisions they make. In the activities in this booklet, students learn how to select a route through a network of streets. The central problem concerns looking for perfect newspaper delivery routes, i.e., routes that go down each street just once without any backtracking. The puzzles require students to experiment with several routes in order to find a pattern. By carefully analyzing their experimentations to determine why a newspaper carrier would get stuck consistently at certain intersections, students gain an understanding of why the pattern exists. Students then design their own perfect routes based on their findings. (PVD)

ED 425 063 SE 061 861

Transportation Choices. Student's Edition. Transportation Demand

ED 425 086 SO 029 008

Hutin, Raymond
Quel avenir et quel impact pour la r echerche en Education? (What is the Future and the Impact for Research in Education?).
PUB DATE- 96
NOTE- 25p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Educational Research; Foreign Countries; Futures (Of Society); Higher Education; Psychology; *Role of Education; Sociology
IDENTIFIERS- *Switzerland

This publication looks at the evolution of educational research as the end of the 20th century nears. Focusing on research carried out in Switzerland, the paper questions the significance of the research, its methods, and the impact it has had on Swiss education. For 50 years educational research has taken many forms from experimental pedagogy to sociology of education, passing through institutional pedagogy or action research. The paper questions the impact of educational research and asks why educational systems, contrary to all domains of economic and social life, are so reticent to take into consideration products of a scientific approach to educational phenomena. The future of educational research will probably enter into a better understanding of complexity of these phenomena into the elaboration of coherent and structured research programmers and into the survey of changing paradigms induced by new technologies of communication. (Author/RH)

ED 425 087 SO 029 009

Tschoumy, Jacques-Andre
Levain et Levier: Le partenariat en educatoin, les nouvelles dynamiques educatives et societales (Leaven and Lever: The Partnership in Education, the New Educational and Societal Dynamics).
PUB DATE- 96
NOTE- 23p.; Paper presented at a conference (Paris, France, May 29-30, 1996).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Educational History; *Educational Objectives; Educational Research; Foreign Countries; Inservice Education; *Partnerships in Education; *School Community Relationship; Schools; *Social Change; Sociocultural Patterns
IDENTIFIERS- *Europe; Switzerland

This document examines the trend of school partnership both inside and outside the educational system. The report asks three questions: what is motivating European partners?; is the phenomenon of partnership really European?; and is this the end of the school of Jules Ferry? School partnership history, strategy, and axiomatics or rules are outlined. Partnership is seen as a catalyst for new educational dynamics and as a tool for new societal dynamics. The document contains seven chapters. Chapter 1 offers a contemporary overview of education, the family, the work, the politics, and society.

ED 425 109 SO 029 600

Galvez-Martin, Maria Elena
How To Teach Social Studies with Toys: A Literature Review on Play.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Child Behavior; *Childrens Games; Elementary Education; *Games; Instructional Materials; *Play; Recreation; *Social Studies; *Toys

This paper focuses on the use of toys to teach Social Studies to elementary school students. The first section offers a literature review on play and the significance of play in a child's development. The remainder of the paper offers activities related to play in the areas of history, geography and economics. The object of the activities is to involve the child in the active learning of the curriculum. A miscellaneous section provides an additional activity on communities and Tamagotchi, a game examining basic needs, dependence, wants, responsibilities and consequences. (EH)

ED 425 110 SO 029 601

Galvez-Martin, Maria Elena
Reflection and Pedagogical Knowledge versus Social Studies Pedagogical Content Knowledge.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Conference of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Instructional Improvement; *Pedagogical Content Knowledge; *Preservice Teacher Education; Preservice Teachers; *Qualitative Research; *Reflective Teaching; Social Studies; Teacher Improvement

This study compares the reflections of preservice teachers when they are considering pedagogical issues in general methods courses versus content knowledge combined with pedagogy in social studies methods courses. The paper presents a theoretical framework for the study conducted among 44 Master of Education preservice teachers of a large midwestern university. The subjects were involved in reflective journal writing during one quarter, the pedagogy group in summer of 1996 and the social studies group in fall of 1995. Reflection instruments were used to examine the writings with triangulation between both the levels and content of reflection. At the preservice level, the pedagogy group was more reflective than the social studies group, apparently due to the training on reflection that the pedagogy group received. The follow-up on the pedagogy group revealed that no significant difference was found between its reflection in

ED 425 130   SP 038 206

Rothstein-Fisch, Carrie
Bridging Cultures. A Pre-Service Teacher Preparation Module.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Higher Education; Parent Teacher Conferences; *Parent Teacher Cooperation; Preservice Teacher Education; Teacher Attitudes; *Teacher Student Relationship

This document summarizes Bridging Cultures, a 3-hour course module for preservice teachers that is designed to improve teachers' ability to successfully teach diverse students. It can be integrated into existing courses on child development, educational psychology, or the like. The module introduces a framework (based on the constructs of individualism and constructivism) for understanding cultural differences that influence how students and teachers interact and how parents and teachers interact. The module offers opportunities for student participation and documents formats for evaluating student learning. It gives examples of actual student reflections and evaluation comments on the meaning and usefulness of the content. The 19 appendixes include descriptions of the original Bridging Cultures workshops; an outline of the Bridging Cultures preservice module; an overview of the Bridging Cultures project; a sample classroom scenario; graphs of responses to the classroom scenario; definitions of individualism and collectivism; descriptions of classroom incidents and interpretation of those incidents; descriptions of parent-teacher conferences and interpretation of parent-teacher conferences; school breakfast and school-wide cross-cultural misunderstanding, and interpretation of the school breakfast incident; sources of home-school conflict; exit evaluation of the Bridging Cultures preservice module; comments from the exit evaluation; a midterm question; and the most valuable things learned in the course. (Contains 17 references.) (SM)

ED 425 131   SP 038 207

Bridging Cultures between Home and School. A Handbook with Special Focus on Immigrant Latino Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Hispanic

ED 425 149 SP 038 227

Johnson, E. Jean; Saxon, Stacy D.; Shnay, Penny; Ketcher, Bruce R.
The Teaching of Educational Psychology: Comparisons across
Student, Instructor, and Course Variables.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; College Faculty; College Students; *Course Organization; Courses; *Educational Psychology; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Characteristics; Student Teachers; *Teacher Characteristics; Teaching Experience
IDENTIFIERS- Subject Content Knowledge; Teacher Knowledge

This study compared student outcomes and evaluations in nine educational psychology courses across: (1) student variables (age, gender, ethnicity, student status, and major); (2) instructor variables (experience teaching at the college level, experience teaching at the K-12 level, and educational level); and (3) course variables (placement of educational psychology in the program, one- or two-semester sequence, use of case studies, class size, clinical requirements, and number of reflective activities required). The study sample consisted of predominantly undergraduate elementary education majors (n=181) taking educational psychology courses in teacher education programs at three universities over two semesters. Data collection involved pre- and post-course assessments, examination of student grades, and analyses of course materials. Results indicated that there were differences in outcome related to instructor degree, variation in student characteristics, and placement of the educational psychology course in the program and whether it was a one- or two-semester course. An appendix presents the study assessment forms. (SM)

ED 425 150 SP 038 228

Burroughs, Robert; Roe, Tammy; Hendricks-Lee, Martha
Communities of Practice and Discourse Communities: Negotiating
Boundaries in NBPTS Certification.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *National Standards; *National Teacher Certification; *Portfolio Assessment; Teacher Competencies; Teacher Evaluation; Teachers

National Board of Professional Teaching Standards (NBPTS) certification offers experienced teachers opportunities via written portfolios to match their practice to NBPTS standards. In creating standards and requiring teachers to argue in writing that they have realized the standards in their teaching, NBPTS offers a national discourse. However, since teachers' working knowledge is local, contextualized, personal, and oral, teachers may find difficulties in entering such discourse. This study followed four experienced teachers who were in an NBPTS support group and applying for NBPTS certification. The program provided intellectual and practical support on a monthly basis, with support varying by

ED 425 168 TM 028 934

Ruiz-Primo, Maria Araceli; Shavelson, Richard J.; Baxter, Gail P.
An Approach to Formative Evaluation for Teacher Enhancement Programs.
PUB DATE- 93
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Formative Evaluation; *Inservice Teacher Education; *Performance Based Assessment; *Professional Development; Program Development; *Program Evaluation
IDENTIFIERS- National Science Foundation

This paper presents one possible approach to the formative evaluation of a Teacher Enhancement Program (TEP). The approach was applied to a National Science Foundation TEP designed to enhance teachers' knowledge and use of performance assessment technology. The study demonstrates the applicability of the approach to formative evaluation and provides a concrete example of how program development and findings from formative evaluation can be linked together. According to the approach, the study: (1) conceives a TEP as a system of interrelated components that goes through different stages of development; (2) considers the formative evaluation as an iterative process wherein the nature and purpose change with the development of the program; (3) shows how the iterative process renders cumulative knowledge about the program, and how this knowledge may lead to decisions to arrive at a prototype program with characteristics that increase its potential for success; (4) presents a multimethod approach to conduct formative evaluation and show how to triangulate evaluation findings based on different sources of information; and (5) shows how the adaptability of the evaluator's role and his or her knowledge of the subject matter of the program can make a difference in the impact of evaluation findings. An appendix charts content by goal across program development try-outs. (Contains 4 tables, 9 figures, and 32 references.) (Author/SLD)

ED 425 169 TM 028 987

GED Items. The Newsletter of the GED Testing Service, 1998.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Disabilities; *Educational Certificates; *Equivalency Tests; Foreign Countries; *High School Equivalency Programs; Newsletters; Student Financial Aid; Test Construction; *Test Use; *Testing Problems; Testing Programs
IDENTIFIERS- Canada; *General Educational Development Tests; United States

This document consists of the five issues of the newsletter of the General Educational Development (GED) Testing Service: January/February, March/April, May/June, September/October, and November/December. Each issue contains information of interest

ED 425 186 TM 029 249

National Education Testing. Hearing before a Subcommittee of the Committee on Appropriations. Special Hearing. United States Senate, One Hundred Fifth Congress, First Session (September 4, 1997).
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; *Educational Testing; Elementary Education; *Federal Legislation; Government Role; Grade 4; Grade 8; Hearings; Mathematics Achievement; *National Competency Tests; Reading Achievement; *Standards; *Test Construction; Test Use
IDENTIFIERS- Congress 105th; National Assessment of Educational Progress

A hearing was held to consider the issues involved in funding the administration's proposals for certain educational testing. After opening remarks by Senators Kennedy (Massachusetts) , Specter (Pennsylvania), and Harkin (Iowa), the Secretary of Education, Richard W. Riley, spoke about the proposed tests. The Clinton Administration and Secretary Riley believe that a rigorous voluntary national testing system in fourth-grade reading and eighth-grade mathematics would determine how well students are achieving in basic skills. The proposed tests are an extension of the National Assessment of Educational Progress (NAEP) and would use the NAEP framework to hold students to high standards. Secretary Riley emphasized that these tests are voluntary and not designed to be part of a move toward a national curriculum. Senator Specter raised the question of delaying establishing the tests until a better national consensus is reached, and Senator Kennedy also commented favorably on the testing proposal. Senator Faircloth (North Carolina) questioned the usefulness of a voluntary test, and Senator Gregg (New Hampshire) questioned the participation of the Department of Education in the creation of the tests. Additional remarks were made by Senator Jeffords and Representative Goodling (Chairman of the Committee on Education of the House of Representatives), who opposes the voluntary national test. (SLD)

ED 425 187 TM 029 251

Irving, James
School-Wide Assessment: The Big Picture.
PUB DATE- 97
NOTE- 43p.; Paper presented at the Annual Meeting of the New Zealand Council for Educational Research (Wellington, New Zealand, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Program Development; Program Implementation
IDENTIFIERS- *New Zealand

This publication focuses on the major issues and requirements that schools need to consider in developing an effective schoolwide assessment program. It is the first in a series on

ED 425 204 TM 029 386

Grissmer, David; Flanagan, Ann
Exploring Rapid Achievement Gains in North Carolina and Texas. Lessons from the States.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Achievement Gains; Curriculum Development; *Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Incentives; Minority Groups; *Performance Factors; School Business Relationship; Standards; *State Programs; Teaching Experience; Testing Programs
IDENTIFIERS- Educational Indicators; National Assessment of Educational Progress; National Education Goals Panel; *National Education Goals 1990; North Carolina; Reform Efforts; Texas

The National Education Goals Panel (NEGP) tracks and reports annually on 33 indicators linked to the 8 National Education Goals. The NEGP's 1997 report showed positive gains on the greatest number of indicators for North Carolina and Texas. These gains included significant gains on the 1996 National Assessment of Educational Progress (NAEP) in mathematics. The NEGP commissioned this study to see if the improvements were really significant and to try to identify the factors that could or could not account for the educational improvement in these two states. The analysis confirms that the gains in academic achievement in both states are both significant and sustained. North Carolina and Texas posted the largest gains on the NAEP administered between 1990 and 1997, and these results were mirrored in state assessments administered in the same period. There is also evidence that the scores of disadvantaged students improved more rapidly than those of advantaged students. Several factors commonly associated with student achievement, including real per-pupil spending, teacher/pupil ratios, teachers with advanced degrees, and experience levels of teachers, do not appear to explain the test score gains. Texas and North Carolina rank at or below the national averages on these characteristics, and none of them changed during the study period in ways that would explain the gains. The study concludes that the most plausible explanation for the score gains is found in the policy environment established in each state. Both states pursued similar paths to improvement, and each succeeded in changing the organizational environment and incentive structure for educators in ways that led to improvement. The keys to this change include: (1) creating an aligned system of standards, curriculum, and assessments; (2) holding schools accountable for improvement by all students; and (3) support from businesses in developing, implementing, and sustaining these changes over time. (Contains 16 figures, 4 tables, and 18 references.) (Author/SLD)

ED 425 205 TM 029 387

Snyder, Thomas D.; Hoffman, Charlene M.
State Comparisons of Education Statistics: 1969-70 to 1996-97.
PUB DATE- 98
NOTE- 266p.; Contains some small print that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.

ED 425 221 UD 032 632

Women's Education, Learning and Empowerment. Proceedings of the International Forum on Intercultural Exchange (Saitama, Japan, November 20-23, 1996).
PUB DATE- 96
NOTE- 88p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- Japanese; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Conferences; Economic Factors; *Empowerment; *Equal Education; *Females; Foreign Countries; Japanese; *Learning; Literacy Education; *Sex Fairness
IDENTIFIERS- Japan

This document in Japanese and English was prepared for the International Forum on Intercultural Exchange sponsored by the National Women's Education Centre in Japan to give participants the conference schedule and profiles of the presenters. Profiles are accompanied by comments from the presenters about their paper topics or the general theme of the conference. The Forum was designed to provide an opportunity to discuss problems and the situations of various countries in which education and learning for the empowerment of women have been recent concerns. The following papers were to be presented: (1) "Towards a Society of Gender Equality" (keynote address) (Yoko Nuita); (2) "Increasing the Access of the Rural Poor to Primary Education and Improving Its Quality Programme in Myanmar: A Case Study on Access to Education and Empowerment" (Kannikar Yaemgeasorn); (3) "Education, Economic Empowerment and Gender Equality" (Mary Lou Birondo Caharian); (4) "Women's Health in a Historical and Cross-Cultural Perspective" (Kajsa Sundstrom); and "Catching Up and Overtaking the Boys? Women's Education in Britain in the 1990s" (Rosemary Deem). Also planned were group discussions on literacy and access to education, education for income generation, women and health, and education for girls and female students. A 184-item bibliography is included. (SLD)

ED 425 222 UD 032 633

Women's Networks towards the Twenty-first Century. Proceedings of the International Fourm on Women and Life-long Learning (Saitama, Japan, November 14-16, 1997).
PUB DATE- 97
NOTE- 138p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Conferences; Empowerment; *Equal Education; *Females; Feminism; Foreign Countries; *Futures (of Society); Information Dissemination; International Education; *Networks; Sex Fairness; Sex Role; Womens Studies
IDENTIFIERS- *Womens Centers

The role of women's centers and other facilities for women has become increasingly important in promoting a variety of opportunities for women's learning and participation in society. This conference, with the theme of women's networks for the future, was designed to promote the international exchange of information and cooperative development efforts. This document contains the conference schedule, profiles of the

ED 425 239 UD 032 651

Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Inclusive Schools; Intervention; *Mainstreaming; Models; Program Descriptions; *Regular and Special Education Relationship; Special Education; Staff Development; Student Placement; Urban Schools

Inclusion is the practice of educating children who have disabilities in classes together with their peers who do not have disabilities. This packet on "least intervention" contains resource materials that help ensure appropriate inclusion. The first section of this packet contains discussions of appropriate inclusion and a description of the approach taken by one school district toward the "least restrictive environment." A second section contains an overview of some basic resources. These include selected references and lists of agencies, organizations, Internet sites, and experts as potential sources of help. A resource aid prepared by the Clearinghouse of the Center for Mental Health in Schools discusses parental consent and due process as safeguards in determining student placement. A section on model programs describes seven programs for assuring appropriate inclusion. Another section describes modules for staff development in inclusion practices that was developed by the Kansas Project for the Utilization of Full Inclusion and downloaded from the Project's Web site. A digest from the Educational Resources Information Center (ERIC), "Including Students with Disabilities in General Education Classrooms," is presented as an example of the resources available from ERIC. "Inclusion: Some Issues" provides excerpts from a special edition of "Education and Urban Society,"(v27 n4 Aug 1995). A section titled "Using Existing Supports in Inclusive Classrooms and Schools" contains information on natural support categories and strategies" from the article "The Time-Space Continuum: Using Natural Support in Inclusive Classrooms" by Mey Grigal ("Teaching Exceptional Children," n30 p44-51 1998). Also included in this section is an outline of the range of interveners who can play a role in ensuring effective inclusion and a worksheet to identify how available staff can be used to cover basic areas of concern related to schoolwide approaches to inclusion. A final essay, "Beyond Placement in the Least Restrictive Environment: The Concept of Least Intervention Needed and the Need for a Continuum of Community-School Programs/Services" from the Center for Mental Health in Schools, summarizes the issues involved in appropriate inclusion. (SLD)

ED 425 240 UD 032 652

Adelman, Howard; Taylor, Linda

Needs of Homeless Children and Families"; (3) "Homelessness: The Foster Care Connection"; (4) "Job Readiness: Crossing the Threshold from Homelessness to Employment"; (5) "An American Family Myth: Every Child at Risk"; (6) "A Tale of Two Nations: The Creation of American Poverty Nomads"; (7) "The Age of Confusion: Why Teens Are Getting Pregnant, Turning to Welfare and Ending Up Homeless"; (8) "Common Sense: Why Jobs and Training Alone Won't End Welfare for Homeless Families"; (9) "For Whom the Bell Tolls: The Institutionalization of Homeless Families in America"; (10) "Day to Day...Parent to Child: The Future of Family Violence Among Homeless Children in America"; and (11) "Homeless Families Today: Our Challenge Tomorrow." Appendixes contain two case studies, "The Dollars and Sense of Welfare: Why Welfare Alone Won't Work" and "A Trail of Tears: Trapped in a Cycle of Violence and Homelessness," and "The American Family Inn Model." (Contains 43 figures and 17 tables.) (SLD)

ED 425 256 UD 032 672

Wagstaff, Mark; Melton, Jerry; Lawless, Brenda; Combs, Linda
African-American Student Achievement Research Project.
PUB DATE- 98
NOTE- 31p.; Project Assistant: Carrie Williams.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; *Black Students; Educational Assessment; Educational Change; Elementary Secondary Education; Instructional Leadership; *Professional Development; School Districts; *School Effectiveness; Standardized Tests; Urban Schools
IDENTIFIERS- African Americans; Monitoring; Reform Efforts; Texas; Texas Assessment of Academic Skills

Data from the Texas Assessment of Academic Skills (TAAS) reveal that gains in performance for the African American student population of Region VII of the state's educational system were not keeping pace with the performance of African Americans in the rest of Texas. This study investigated practices in school districts in the region in which African Americans were performing at high levels on TAAS reading, writing, and mathematics in the hope that these successful practices can be replicated to improve African American student achievement. Three districts with approximately 35% African American student population were selected. In these districts, at least 50% of African Americans passed all sections of the TAAS. Data were gathered primarily through semistructured interviews. The study did not uncover specific revelations about the success of African Americans in these school districts. Instead, the study shows that success for all students results from a common pattern of actions that occur in a sequence. District leadership and decision making initiated changes that led to improved student performance. These districts had formal assessment procedures in place and had begun to align curriculum with the TAAS in mathematics and were beginning alignment in language arts. In these districts, the entire staff was involved in professional development. Formal and informal processes and procedures were used to monitor student achievement, and when improvement occurred, these districts celebrated their success. In the study districts, low-performing campus ratings prompted attention and action. Appendixes contain demographic and TAAS data, the interview questions, and an illustration of the findings in chart form.

Technology-Based Educational Delivery and Its Implications for Data Systems and Policy Analysis (James R. Mingle); (2) "New Institutional and Programmatic Configurations (Dennis Jones et al.); (3) "Understanding New Faculty Roles and Work Patterns" (William F. Massy et al.); (4) "Measuring and Analyzing Student Participation Patterns" (Sally M. Johnstone et al); (5) "Assessing Student Progress and Learning Gains" (Peter T. Ewell et al.); and (6) "Analyzing Revenue and Expenditure Streams" (Frank Jewett et al.). A summary identifies questions and challenges suggested by the panel for the National Postsecondary Education Cooperative to address in the following areas: ramifications of technology for current surveys for both institutionally based and longitudinal studies; examination of the data ramifications of new relationships between learners and providers; the student as the unit of analysis; student assessment in a technology-based environment; new faculty roles and work patterns; and cost-effective analyses. (Contains 13 references.) (DB)

ED 424 830 HE 031 684

Choy, Susan P.; Ottinger, Cecilia
Choosing a Postsecondary Institution. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; *College Choice; College Freshmen; Colleges; Community Colleges; *Decision Making; Higher Education; *Postsecondary Education; Student Characteristics; Tables (Data); Two Year Colleges; Universities
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the 1995-96 National Postsecondary Student Aid Study to examine the factors that first time students consider when choosing an institution for postsecondary education. Specifically, it describes the importance of reputation, location, price, and influence, and assesses how this varies with student characteristics. Students attending public four-year; private, not-for-profit four-year; and public two-year institutions are considered separately. Highlighted among study findings are the following: beginning students at both public and private, not-for-profit four-year institutions were more likely to cite reputation as the most important reason for choosing their institution; students at public four-year institutions were more likely than students at private, not-for-profit four-year institutions to identify location or price as the most important reason for their choice; and beginning students at public two-year institutions reported location as the most important reason for choosing their institutions. Following an introductory section, individual sections present tables, graphs, and text detailing findings concerning: enrollment patterns, choosing a four-year institution, and choosing a public two-year institution. Appended are a glossary and details on methodology. (DB)

ED 424 831 HE 031 685

Finkelstein, Martin J.; Seal, Robert; Schuster, Jack H.
New Entrants to the Full-Time Faculty of Higher Education

National Education Longitudinal Study of 1988 and the 1995 institutional rankings by "U.S. News and World Report" were combined for the analysis. The study found that overall, 10 percent of 1991-92 high school graduates who attended four-year institutions attended Tier 1 universities; Asian/Pacific Islanders were more than twice as likely as Hispanics, blacks, or whites to attend Tier 1 institutions; in 1988 eighth graders with computers at home were twice as likely as others to attend Tier 1 institutions; students scoring 1100 or higher on the Scholastic Assessment Tests were almost five times as likely as those with lower scores to attend Tier 1 institutions; students who earned a 3.5 or higher grade point average and/or took calculus, physics, and advanced foreign languages were three to four times more likely to attend these institutions. The study also examined such variables as socioeconomic status, gender, and high school characteristics. Technical notes are appended. (Contains 11 references.) (DB)

ED 424 850 HE 031 705

Hall, John; Hamilton, Sheila; Hall, Stuart; Pitcairn, Jamie
Institutional Support for Overseas Students in Scotland.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 98
NOTE- 88p.; Also sponsored by Scottish Education and Training.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counseling Services; Foreign Countries; Foreign Student Advisers; *Foreign Students; Postsecondary Education; Questionnaires; *School Orientation; Student Adjustment; Student College Relationship; Student Exchange Programs; *Student Personnel Services; *Study Abroad
IDENTIFIERS- *Scotland

This report presents results of a study concerning institutional support provided to overseas students studying at institutions of higher and further education in Scotland. The study examined three related sets of issues: (1) academic arrangements (information about programs, courses, induction, timetables, tutoring arrangements); (2) institutional infrastructure (staffing, welcome arrangements, special teaching facilities), and (3) ongoing support for overseas students (cultural awareness, pastoral care, and specific issues like housing). The study was based on materials collected from institutions and interviews with institutional staff and students. The overall conclusion was that Scotland's further and higher education institutions are generally doing a good job in providing for the needs of overseas students. Other findings indicated a good match between perceptions of staff and students of the issues; notable differences between larger and smaller institutions, with larger institutions attracting more overseas students and providing more formal support systems; notable differences between the needs of undergraduates and postgraduates; a problem with the timing of induction and orientation sessions; and the need to provide better advance information to students. Questionnaires and detailed analysis are appended. (Contains 14 references.) (DB)

ED 424 851 HE 031 706

The Educational Progress of Women, 1978 to 1997.
PUB DATE- 98

The average cold extraction pH value is 9.4 for new boxes, 9.0 for 5-year-old boxes, 6.5 for 10-year-old boxes, 6.9 for 15-year-old boxes, and 6.5 for 20-year-old boxes. A correlation was done using the cold extraction pH results from the 10 to 20-year-old boxes, which produced an r-value of -0.436, showing a negative correlation between time (age of storage box) and pH value. Data are presented in table form. Contains 15 endnotes and 10 references. (Author/DLS)

ED 424 869 IR 057 235

Lee, Tamera, Comp.; Jenda, Claudine, Comp.
The Role of ARL Libraries in Extension/Outreach. SPEC Kit 233.
PUB DATE- 98
NOTE- 177p.; Includes accompanying "SPEC Flyer" 233.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Distance Education; Higher Education; Library Associations; Library Cooperation; *Library Extension; Library Networks; Library Policy; Library Research; *Library Role; Library Surveys; Mission Statements; *Outreach Programs; Questionnaires; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This survey was conducted to determine how ARL (Association of Research Libraries) libraries are participating in extension/outreach through three objectives: identify the level of involvement; determine the types of outreach service, as well as user populations; and ascertain the impact on the library, including its financial donor programs. A secondary goal was to identify any major issues and trends related to extension/outreach. In the fall of 1997, the survey was distributed to 121 ARL libraries, of which 61 (50%) responded. A copy of the questionnaire with a tabulation of responses is provided. The kit also contains representative documents, including: (1) policy and mission statements from the University of Hawaii, University of Kentucky; Massachusetts Institute of Technology, National Library of Medicine, Smithsonian Institution, and University of Tennessee; (2) promotional pamphlets from the University of Toronto; (3) cooperative library networks materials from the University of Michigan, Ohio State University, and Texas Tech University; (4) fee-based library services materials from the University of Michigan and University of New Mexico; (5) distance education materials from the University of Kentucky, University of Nebraska-Lincoln, and Texas Tech University; and (6) an evaluation and assessment report from Auburn University. SPEC Flyer 233 summarizes survey results. Contains the survey with results and a list of responding institutions. (Contains 20 references.) (DLS)

ED 424 870 IR 057 237

Soete, George J., Comp.
Collaborative Collections Management Programs in ARL Libraries. SPEC Kit 235.
PUB DATE- 98
NOTE- 75p.; Includes accompanying "SPEC Flyer" 235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test,

could be used to improve salaries and augment the budget. The administration entered into a written agreement to support a mutual short-term goal of achieving salary parity with peer colleges. A "Market Basket Study" (MBS) was implemented to gather data on similar-sized (small, rural) California community colleges, which was used to: (1) identify how DCCD compared with the other institutions; (2) ascertain why DCCD was different (or the same); (3) determine where DCCD wants to be, salary-wise; (4) develop alternatives for achieving this goal; (5) implement strategies; and (6) establish a procedure for follow-through and evaluation. The resulting recommendations from the MBS led to improvements, both in terms of finances and shared governance. Financially, DCCD was able to identify additional operating revenue and/or expenditure reductions that could be directed toward salary increases. That, coupled with cost-of-living adjustments, resulted in an 8.5% salary increase. (AS)

ED 424 890 JC 980 469

Crane, Laura R.; Poziemski, Christine; Gustafson, Jean-Louise
Assessing Motivational Aspects of Reading in Developmental Reading Courses.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Findlay, IL, November 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Classroom Techniques; *Developmental Studies Programs; Higher Education; Learning Motivation; Reading Difficulties; Reading Instruction; *Reading Motivation; *Remedial Reading; Skill Development; Student Needs; Surveys

This paper focuses on the development and analysis of a survey designed to assess two aspects of motivation to read, specifically for adults enrolled in community college reading courses: self-perceived competence (self-concept) and valuing of the task (value). It also assesses developmental reading students' use of strategic reading behaviors. The study evaluates the relationship between student scores on the motivational survey scales and their reading competency, as measured by the Degree of Reading Power (DRP) test. Additionally, the study addresses the question of whether or not a factor analysis of the results supports the existence of the two factors, self-concept and value, as found by Gambrell, et al. Findings reinforce the belief that the creation of more meaningful contexts promotes student motivation to read. Low subscores on the value of reading factor call for classroom reading that emphasizes meaningful purposes--readings should be relevant to students. They should address topics that relate to student prior knowledge and should answer the student's questions. Appended are items included on the survey, motivational scales, and scale statistics for fall 1997, factor models and patterns, and three variable correlation tables. (Contains 13 references.) (AS)

ED 424 891 JC 980 470

Academic Senate for California Community Colleges: 30th Fall Session Resolutions (Los Angeles, CA, October 29-31, 1998).
PUB DATE- 98
NOTE- 68p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; Child Development; Children; Cognitive Development; *Conflict Resolution; Corporal Punishment; Early Adolescents; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Relationship; Late Adolescents; Learning Activities; Moral Development; *Peace; Peer Relationship; Preadolescents; Preschool Education; Prosocial Behavior; School Activities; Teaching Guides; Television Viewing; *Violence; Young Children
IDENTIFIERS- *Peace Education

Noting that teaching conflict education is not something that can be done in a set of isolated lessons in a curriculum program, this book discusses a comprehensive, developmentally appropriate approach to conflict education. The book is organized into two parts. The first part explains the basic underlying philosophy proposed in the book, and the second part discusses conflict education for specific age groups. Part One, "Conflict Education: The Process," contains one chapter: "The Five Essential Components of a Conflict Education Program." These components are modeling, relationships, conditioning, empowerment, and skills. Part Two, "Conflict Education for Different Ages," contains six chapters. Each chapter in this section discusses cognitive and moral development and offers practical approaches and techniques for dealing with conflict. In addition to these topics, each chapter addresses age-specific concerns. Chapter 2, "The Preschool/Kindergarten Child," discusses the influence of television violence. Chapter 3, "The Lower Elementary School Child," discusses the second-grader's concept of peace and the resistant child. Chapter 4, "The Upper Elementary School Child," provides a teacher's reflections on conflict education and personal growth and discusses peer relationships. Chapter 5, "The Junior High Adolescent," discusses cliques and adolescent girls. Chapter 6, "The High School Adolescent," explores verbal bullying, relationship violence, and the Junior Reserve Officer Training Corps (JROTC). The book's appendices are: (1) "Developmental Stages and Stages of Moral Development and Their Impact on the Curriculum"; (2) "Corporal Punishment--Facts and Alternatives"; (3) "TV Violence"; and (4) "Bullying." The book concludes with an annotated bibliography that contains 43 references, a bibliography organized by subject that contains 58 references, and a listing of additional resources that includes children's books on peace, feelings, and relationship; products; organizations with peaceful goals; and Web sites. (LPP)

ED 424 911 PS 026 990

Leland-Jones, Patricia J.
Improving the Transition of Sixth-Grade Students during the First Year of Middle School through a Peer Counselor Mentor and Tutoring Program.
PUB DATE- 98
NOTE- 77p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict Resolution; *Early Adolescents; Intermediate Grades; Mentors; Middle Schools; *Peer Counseling;

Rate; One Parent Family; Out of School Youth; *Poverty; Prenatal Care; Safety; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Well Being

IDENTIFIERS- Arrests; Child Safety; *Indicators; *Maine

This Kids Count report details statewide trends in the well-being of Maine's children. The statistical portrait is based on indicators of children's well-being in four areas: (1) physical and mental health; (2) community and family environment; (3) social and economic opportunity; and (4) education and learning. The report's introduction describes the Child Health Care Access initiative, the indicators addressed, and changes in the state profile from the 1997 report. The second section, and bulk of the report, presents a profile for each of the 16 counties of the state, and the county data, including a comparison to the statewide averages and changes from the 1995-96 report, for the 20 indicators of child well-being. The 20 indicators are: (1) children in families receiving Aid to Families with Dependent Children (AFDC); (2) children receiving subsidized lunches; (3) children on Medicaid; (4) unemployment; (5) births to unmarried teens; (6) prenatal care; (7) low birth-weight; (8) infant mortality; (9) number of physicians; (10) number of dentists; (11) children in foster care; (12) child deaths, ages 1-14; (13) teen deaths; (14) teen violent deaths; (15) child and teen suicide; (16) domestic assaults; (17) arrests; (18) dropout rate; (19) post-secondary education rates; and (20) children with special needs. The report's appendix lists definitions and data sources used in completing the report, and an index. (SD)

ED 424 931 PS 027 029

Cummins, Lauren

Transforming Teacher-Directed Practice to Child-Initiated Practice within a Treatment/Wellness Preschool through Staff Training.

PUB DATE- 98

NOTE- 49p.; Ed.D. Practicum I Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- At Risk Persons; Change Strategies; Child Development; Child Responsibility; Class Activities; Classroom Environment; Classroom Techniques; *Educational Change; Educational Improvement; Open Education; Preschool Children; *Preschool Education; *Preschool Teachers; *Student Centered Curriculum; Student Participation; Student Projects; *Teacher Guidance; Teacher Student Relationship

This practicum project sought to facilitate change in preschool teacher classroom behavior from teacher-directed practice to child-initiated practice. The goals of the practicum focused on changes that would foster child-initiated activities in order to promote healthy and holistic development, positive self-esteem, and resiliency skills in young children of chemically dependent and abusive mothers. A 3-month training program was developed and implemented that provided the director and the teacher with opportunities to grow in knowledge and skills in the areas of child development, developmentally appropriate practice, classroom environments, guidance, and professional growth and development fostered through reflective practice. This training included the use of videos, journal reading, dialogue, discussions, and weekly journal writing. Post-discipline policy; (9) emergency medical consent policy; (10) environmental policy; (11) immunization policy for children; (12) national life safety fire code policy; (13) nutrition policy; (14) smoking policy; (15) before and after school programs; (16) infant care programs; (17) programs for children with disabilities; (18) sick child care programs; (19) zoning regulations; (20) available resources; (21) local contact; and (22) pending/new legislation. The introductory portion of the report addresses methodology, definition of terms, regulatory requirements for family and large child care homes, and a question and answer summary. The remainder of the report details the data for each of the 50 states, as well as the Virgin Islands, Puerto Rico, and the District of Columbia. Lists of regulatory offices and contact personnel for each geographical area are appended. (Author/SD)

ED 424 950   PS 027 079

Preschool Regulations.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Health; *Child Welfare; Childhood Needs; Children; *Compliance (Legal); *Day Care; Day Care Centers; Educational Legislation; Laws; Legal Responsibility; *Preschool Education; School Law; *State Legislation
IDENTIFIERS- Day Care Licensing; *Day Care Regulations; Licensed Programs; *Nebraska; Regulatory Programs

Published by the Department of Health and Human Services, as required by Nebraska law, this guide details regulations for the physical well-being, safety, and protection of children and defines the minimum levels of acceptable services to be provided in Nebraska preschools. The first section of the guide lists specific preschool regulations, including: (1) definitions; (2) licensing process; (3) administration; (4) staff qualifications; (5) in-service requirement; (6) nutrition; (7) discipline; (8) materials and equipment; (9) child health; (10) safety and emergency; (11) facility; (12) transportation; (13) sanitation; (14) grounds; (15) department of health regulations; and (16) alternative compliance with regulations. The second section lists the Nebraska state fire marshal general requirements for preschool occupancies. The third section outlines broader policies, including: (1) public access to licensing files; (2) information released to other governmental entities; (3) information not released; (4) child care provider access to licensing files; (5) restricted information; (6) death of a child; and (7) emergency closing orders. The guide's final section delineates the legal basis of child care licensing as presented in Nebraska statutes. (SD)

ED 424 951   PS 027 080

Child Care Center Regulations.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers;

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Guns; Health Insurance; Infant Mortality; Juvenile Justice; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- *Indicators; *Tennessee

This Kids Count report examines statewide trends from 1992 to 1996 in the well being of Tennessee's children. The statistical portrait is based on trends in 16 indicators of child well being: (1) enrollment in state health insurance program; (2) births lacking adequate prenatal care; (3) low-birthweight births; (4) infant mortality rate; (5) child death rate; (5) teen violent death rate; (6) teen pregnancy rate; (7) teen sexually transmitted disease rate; (8) percent students receiving special education; (9) dropout rate; (10) child abuse and neglect rate; (11) juvenile court referral rate; (12) state care/custody rate; (13) per capita income; (14) percent of children in families receiving Aid to Families with Dependent Children; (15) percent of population receiving food stamps; and (16) percent children participating in National School Lunch Program. Following an overview of statewide findings, the report provides county profiles for each of the health, social, and economic indicators, and indicates the percentage change from the 1992 to the 1996 report. The reports findings indicate that the percent of population enrolled in the TennCare health insurance program decreased from 1994 to 1996. Although prenatal care improved and infant mortality declined, the percent of low birth weight babies increased from 1990 to 1995. There were improvements in the child death rate, the teen pregnancy rate, sexually transmitted disease among teens, and the high school dropout rate. There were increases in the teen violent death rate, the percent of students receiving special education services, child abuse and neglect rates, and percent of students participating in school nutrition programs. (KB)

ED 424 969 PS 027 101

Tennessee Commission on Children and Youth Annual Report: Fiscal Year 1996-97.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 51p.; For related Tennessee Kids Count documents, see PS 027 096-027 102.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Advocacy; *Children; Early Parenthood; Information Dissemination; Juvenile Justice; Organizations (Groups); Pregnant Students; *Well Being
IDENTIFIERS- *Tennessee

This annual report details the 1996-97 activities of the Tennessee Commission on Children and Youth, an independent agency created by the Tennessee General Assembly with the mission of advocating for improvements in the quality of life for Tennessee children and families. Following introductory letters from the commission's chair, Phillip Boyd, and its executive director, Linda O'Neal, the report describes the

This Kids Count report is the second to examine statewide trends in the well-being of Montana's children. The statistical portrait is based on 16 indicators of well-being: (1) low birthweight; (2) infant mortality; (3) child death; (4) teen violent death; (5) Medicaid participation; (6) school enrollment; (7) public school enrollment in Chapter 1 programs; (8) public school enrollment in special education; (9) children younger than 16 years in out-of-home placements; (10) child abuse and neglect; (11) child poverty; (12) public school enrollment in free/reduced meals; (13) child hunger; (14) births to single teens; (15) youths in alcohol/drug treatment; and (16) juvenile crime. The bulk of the data book presents the findings on the well-being indicators and notes trends when data are available; it also identifies factors associated with risk and resiliency. The data book concludes that Montana has relatively low rates of neonatal/infant mortality and a relatively high percentage of students graduating on time from high school. However, causes for concern include continued increases in the number of children living in poverty and births to single teens. The data book suggests guidelines for developing prevention and intervention programs and social policies. The final section of the data book provides county profiles, and contains data notes and acknowledgements. The county profile book presents statistical profiles for each county for the indicators, and also includes information on demographics, parental employment, single parent families, welfare program participation, school enrollment, and family risk. (KB)

ED 424 987 PS 027 169

Kelly, Katherine T.
Dimensions of Quality: Beliefs and Practices of Texas Prekindergarten Teachers.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrators; Comparative Analysis; Educational Practices; *Educational Quality; *Kindergarten; *Preschool Teachers; Primary Education; *Teacher Attitudes
IDENTIFIERS- Developmentally Appropriate Programs; Texas

Research suggests that children benefit from preschool programs only when the programs are of high quality. This study sought to ascertain if Texas public prekindergarten teachers and administrators recognized standards for high quality preschool consistent with nationally recognized standards, and to determine if their level of acceptance was significantly higher than the quality level in program implementation. Participating were 244 prekindergarten teachers from 18 public school districts, reflecting geographical and demographic diversity in Texas and including those with various student populations. A second group of study subjects included 66 administrators of schools with prekindergarten programs in the selected districts. Participants were mailed questionnaires assessing beliefs related to four areas of quality in preschool programs and their practice in the classroom: high quality curricula; family and community involvement; teacher-child interactions; and inservice and staff development. Return rates for teachers process is helping to strengthen in-school and at-home learning for students and job-ready computer skills for adults. (LPP)

ED 425 007 PS 027 193

Banks, Ron; Robertson, Anne S.
AskERIC Responds to Parents' Information Needs Using Technology.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Child Rearing; Computer Uses in Education; Educational Resources; Educational Technology; Information Seeking; *Information Services; Information Systems; *Internet; Parenting Skills; *Parents; User Needs (Information); Users (Information); World Wide Web
IDENTIFIERS- *AskERIC; ERIC; *National Parent Information Network

In previous generations when parents had a parenting question or concern, they might ask an experienced relative or respected neighbor. However, the transient nature of our society, the changing roles of men and women, and the growing base of knowledge about child development have led parents to look for additional types of resources and support systems. As we move into the 21st century, more parents, and professionals who work with parents, are turning to new technologies to assist them in finding parenting information and support. The Parents AskERIC service uses new technology to meet contemporary parenting education needs. PARENTS AskERIC began in 1993 as an extension of the AskERIC service, which is provided by the ERIC system and administered by the ERIC Clearinghouse on Information and Technology. Parents AskERIC responds to questions from parents and professionals who work with parents by providing access to relevant research and current literature on parenting questions and concerns. The service also provides referrals to current Internet sites and, when appropriate, links parents to relevant organizations or resources within their community. Requests through the Parents AskERIC service have grown by more than 25% during 1997 and continue to increase steadily. As more people become familiar with and have access to the Internet and computer-based services such as Parents AskERIC, the use of this type of technological approach will likely continue to grow. (Author/LPP)

ED 425 008 PS 027 194

Simon, Mary Ellen
NeighborhoodLink: A Community Network for Cleveland's Inner City.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Community Programs; *Computer Networks; Computer Uses in Education; Educational Technology; Information Networks; Information Technology;

DESCRIPTORS- *Child Rearing; Internet; Newsletters; Parent Child Relationship; Parent Education; Parent Student Relationship; *Parenting Skills
IDENTIFIERS- National Parent Information Network

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1998. Each monthly issue contains feature articles describing the activities of the National Parent Information Network, summarizing research useful to parents, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include: children and the Internet; Down Syndrome; fathering; after school care; television; child care; family uses of technology; grandparenting programs; family meals; parent involvement; young children and racism; the first day of school; bullies; teen driving; adolescents; emergent literacy; drug abuse prevention; mixed-age grouping; supporting working families; parenting education programs; language development; sexuality; adolescent behavior; advocates for special needs children; violence in children; making friends; mental illness in children; conflict resolution; and twins in school. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including (1) book summaries and reviews; (2) World Wide Web sites; (3) organizations; (4) a calendar of events; and (5) guides, brochures, and fact sheets for parents. (DR)

ED 425 026   PS 027 212

Robertson, Anne S., Comp.
The Best of "Parent News": A Sourcebook on Parenting from the National Parent Information Network.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Child Development; *Child Rearing; Children; Early Childhood Education; Elementary Secondary Education; *Internet; Newsletters; *Parent Education; Parent Student Relationship; *Parenting Skills; Parents; Partnerships in Education
IDENTIFIERS- ERIC CLearinghouse on Elementary Early Child Educ; ERIC DIgests; Family Community Relationship; National Parent Information Network

The National Parent Information Network (NPIN) was created in 1993 to collect and disseminate information about high-quality resources for parents. One of the services provided by NPIN is "Parent News," an Internet magazine that focuses on topics of interest to parents and to professionals who work with parents. Compiled in response to requests for a publication that would introduce those without Internet access to the activities and information available through NPIN, this "Best of" sourcebook provides and "offline" collection of education, parenting, child development, and family life information. Following descriptions of NPIN and of the Educational Resources Information Center (ERIC) and the ERIC Clearinghouse on Elementary and Early Childhood Education, the sourcebook is divided into four sections paralleling the sections in the

Efforts

Since 1990, a long-term study has been following the implementation of the Kentucky Education Reform Act (KERA) in 21 schools in 4 rural school districts. This publication summarizes study findings through 1995. Findings across KERA strands suggest that reform would have been unlikely without KERA's extra funding, used to increase teacher salaries, hire additional personnel, and pay for instructional materials. KERA technology funds helped districts plan technology programs and buy hardware. The new high-stakes assessment program and the mandated ungraded primary program have been major drivers of instructional change. Although KERA was conceived as a unified, systemic program, implementation has been primarily strand by strand. Educators have concentrated on practicalities of implementation, rather than philosophical underpinnings. Different parts of the reform have been implemented with widely varying degrees of proficiency and philosophical acceptance. Local educators have too little time to reflect on KERA innovations and understand how the strands were designed to work together. Professional development opportunities have increased, but one-shot workshops still predominate. Communication among teachers and parents have also increased. A chart outlines degrees of implementation and acceptance of various KERA reforms. A supplement discusses findings specific to KERA strands: accountability, assessment, and instruction in grades 4-12 and the Kentucky Instructional Results Information System (KIRIS); school-based decision making; ungraded primary program and continuous progress; and family resource and youth services centers. (SV)

ED 425 044 RC 021 743

Goulet, Linda

Culturally Relevant Teacher Education: A Saskatchewan First Nations Case.

PUB DATE- 98

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; *Canada Natives; Cultural Maintenance; *Culturally Relevant Education; Educational Change; Educational Strategies; Foreign Countries; Higher Education; Instructional Material Evaluation; Multicultural Education; Outdoor Education; *Preservice Teacher Education; Preservice Teachers; *Teacher Education Curriculum

IDENTIFIERS- Antibias Practices; *First Nations; Saskatchewan; University of Regina SK

This paper examines culturally relevant teacher education for First Nations undergraduate students, offered by the Department of Indian Education at the University of Regina-affiliated Saskatchewan Indian Federated College. As graduates may want to challenge dominant epistemologies of the schools in which they teach, the program responds to students' needs for connection to traditional cultural knowledge in order to overcome personal and cultural dislocation and racism. All students take classes in Indian languages, studies, and art. In a class affirming cultural identity, Elders are used as teachers in an outdoor education setting that includes ceremonies, traditional activities, and storytelling. Tools to deconstruct racist

Management.
PUB DATE- 97
NOTE- 26p.; For related document, see SE 061 860.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cost Effectiveness; Group Activities; High Schools; *Mathematics Education; *Problem Solving; Puzzles; Thinking Skills; Traffic Circulation; Traffic Control; *Transportation
IDENTIFIERS- *Dimensional Analysis

This publication is designed to educate high school students about the problems and challenges of transportation. The parent project was conceived as a mathematics curriculum project but developed into an interdisciplinary project to ensure that students would become well informed regarding the transportation decisions they make. In the activities in this booklet, students learn methods for solving problems that involve different units of measurement. These techniques for relating units are often called dimensional analysis. Students use what they learn to compute some of the costs associated with driving to evaluate some of the advantages of other modes of transportation. Cost analysis exercises compare costs of running and maintaining an automobile with the cost of taking mass transit. (PVD)

ED 425 064 SE 061 867

Stetter, Dennis
A Science Curriculum Foundations Course for Elementary Education Majors.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Florida Association of Science Teachers (October 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Elementary Education; *Elementary School Science; Higher Education; *Knowledge Base for Teaching; *Methods Courses; Preservice Teacher Education; Public Schools; *Science Education; Scientific Literacy; Standards
IDENTIFIERS- Florida; Scope and Sequence

This paper presents the course outline of a methods course for elementary education majors that is based on the structure of the Florida Sunshine State Standards pertaining to science. This structure provides education majors with the vertical scope and sequence of public school science education. The focus is on pedagogical knowledge beyond the type of information obtained in science content courses taken by students during the first two years of undergraduate study. A student assessment of the course and instructor comments is provided. (DDR)

ED 425 065 SE 061 873

NCTM Member, 1998-99 Handbook. NCTM Goals, Leaders, and Position Statements.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Chapter 2 addresses the history of school partnership. Chapter 3 examines cultural pluralism as a new paradigm and how that links with the concept of partnership. Chapter 4 asks who might best run the school partnerships in a united Europe. Chapter 5 inquires if school partnership is a European issue. Chapter 6 examines strategies for partnership. Chapter 7 explores whether the era of the school of Jules Ferry has ended. Chapter 8 focuses on a catalyst for new educational dynamics, while chapter 9 looks at tools for new social dynamics. Chapter 10 offers some concluding thoughts. A 23-item bibliography completes the document. (RH)

ED 425 088 SO 029 221

Halsted, Alice L.
A Bridge to Adulthood: Service Learning at the Middle Level.
PUB DATE- 97
NOTE- 14p.; "Midpoints, A Series of Occasional Papers."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship; Citizenship Education; Critical Thinking; Decision Making; Experiential Learning; Intermediate Grades; Junior High Schools; *Middle Schools; *School Community Relationship; *Service Learning; Student Participation

This article presents samples of imaginative programs that meld the fundamentals of the service learning methodology with individual learning and behavioral goals at the middle school level. The paper is divided into: (1) "What Do We Mean by Service Learning?"; (2) "The Fit between Service Learning and the Developmental Needs of Young Adolescents"; (3) "The Academic Benefits of Service Learning"; (4) "Exciting Examples of Service Learning in Action"; (5) "Essential Components of Quality Programs"; and (6) "Conclusion." A reference section offers additional resources for incorporating service learning into the classroom. (EH)

ED 425 089 SO 029 280

Teaching the Social Sciences and History in Secondary Schools: A Methods Book.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Methods; Higher Education; *History Instruction; *Preservice Teacher Education; Secondary Education; *Social Studies; *Teacher Education; *Teaching Methods; *Textbooks

This book offers more serious consideration of content in the social studies curriculum by including content-specific chapters written by discipline experts. Interwoven with content coverage are numerous teaching-learning activities. The book is divided into three parts and an introductory chapter by James C. Schott and Laurel R. Singleton. Part 1, "Teaching Social Studies," offers: (1) "The Social Studies: the Civic Process" (Don Bragaw); (2) "Teaching in the Real World" (John P. Zola); and (3) "The Planning Process" (John P. Zola). Part 2, "The Social Sciences and History in School," includes: (1) "Studying and Teaching Psychology" (Michael Wertheimer; Tina Yeager; Virginia L. Jones); (2) "Studying and Teaching Sociology" (J. Ross Eshleman; John P. Zola); (3) "Studying and Teaching pedagogy versus social studies. For the purpose of comparing reflective levels achieved in pedagogical knowledge versus pedagogical content knowledge, training in reflection did not make a difference. (Contains 31 references.) (EH)

ED 425 111 SO 029 602

Day, Harlan R.; Foltz, MaryAnn; Heyse, Kathy; Marksbary, Callie;
Sturgeon, Mary; Reed, Suellen
Teaching Economics Using Children's Literature.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Economics; *Economics Education; Elementary Education; Instructional Materials; Reading Materials; *Social Studies; State Curriculum Guides
IDENTIFIERS- *Indiana

This packet contains 21 lessons, each providing ideas and teaching activities to accompany a specific story or book to be used to teach economic concepts. The booklet contains practical, classroom-tested lesson plans to use with popular children's stories. The economic concepts used in this curriculum are identified in "Indiana's Social Studies Curriculum Guide" and the "Voluntary National Content Standards" developed by the National Council on Economic Education. The curriculum also contains generic handouts that can be used with any children's book. These handouts include two useful decision models: (1) the Decision Tree (from the popular "Econ and Me" video series); and (2) the Five-Step Decision Grid. The curriculum contains an annotated bibliography of other popular children's books that are useful for introducing economic concepts. Sections of the book include: (1) "Economic Concepts"; (2) "Teaching Activities Based on Popular Children's Stories"; (3) "Handouts to Use with Other Stories"; (4) "Annotated Bibliography of Other Books"; and (5) "Indiana Proficiency Guide in Economics (K-6)." (Annotated bibliography contains 63 references.) (EH)

ED 425 112 SO 029 603

Day, Harlan R.; Ballard, David
The Classroom Mini-Economy: Integrating Economics into the Elementary and Middle School Curriculum. Revised.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Economics; *Economics Education; Elementary Education; Instructional Materials; Junior High Schools; Middle Schools; Simulation; Social Studies; State Curriculum Guides
IDENTIFIERS- *Indiana

This packet contains many of the elements of the earlier publications, "The Mini-Economy: Integrating Economics into the Elementary Curriculum" and "Teaching Economics in the Mini-

Americans; Individualism; Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation; *Teacher Attitudes; Teacher Researchers; *Teacher Student Relationship; Teachers
IDENTIFIERS- Collectivism

This handbook explores ways that very different value orientations (individualism, associated with the mainstream culture, and collectivism, associated with immigrant Latino cultures) lead to very different expectations of child development and schooling. It also offers many examples of ways to bridge the cultures of home and school through increased understanding, improved communication, and novel educational practices. The examples are drawn from existing research and from new practices created by the seven teacher-collaborators of the Bridging Cultures Project. The seven chapters are as follows: (1) "Introduction to the Handbook," (2) "Diverse Families in the Schools: Earlier Approaches and Background Literature," (3) "The Bridging Cultures Framework," (4) "The Bridging Cultures Project," (5) "From Problem to Solution: The Cross-Cultural Parent-Teacher Conferences," (6) "Learning What Works: Ways to Improve Parent Involvement Across Cultures," and (7) "The Teacher as Ethnographer." (Contains 68 references.) (SM)

ED 425 132 SP 038 208

Arthur, Julie; Darby, Sue; Campbell, Paul
Consorting with the Consortium: What the Researcher Saw!
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Practitioner Research Conference (2nd, Sydney, Australia, July 9-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Change Strategies; Consortia; Cooperative Programs; Educational Change; Educational Improvement; Elementary Education; Foreign Countries; *Participative Decision Making; *principals
IDENTIFIERS- Australia

Australia's Cairns Consortium of Schools includes four state primary schools in Cairns, North Queensland. It supports provision of quality education characterized by improved student outcomes enhanced by improved teacher competencies. It is based on espoused values of mutual trust and respect. Principals use collaborative decision making processes to enact the Consortium vision of school-based reforms in teaching and learning. A key aim has been the development of teacher professionalism in the context of school-based reform. Through an action research evaluation, key factors in the Consortium school reform measures were identified. This paper outlines the research methodology, which involved action research, surveys, and case studies. The findings are discussed against a backdrop of school reform measures, focusing on decision making, the principals group, and dilemmas in actualizing change. The Consortium has successfully implemented change and enacted a vision of schools as places that can act cooperatively, share resources, and network to decrease teacher isolation. Analysis of the data revealed that there is explicit emphasis on the operationalizing of projects that address what the Consortium is about. While there are tensions in how projects can be implemented and managed, there has been no attempt to build a super school or to make the Consortium more than a collective vision. (Contains 11 references.) (SM) certification area. Researchers followed participants as they prepared portfolios for NBPTS certification, collecting data via participant observation during support groups and certification area groups; field notes during working sessions with drafts of portfolio pieces; and two interviews with each participant. Interviews asked about background, teaching site, attitude toward the NBPTS standards and process, and problems or successes in preparing portfolios. Data analysis indicated that all four participants had difficulty with some parts of the process of NBPTS candidacy, particularly with representing their practice in writing. Problems occurred in the areas of writing apprehension, representing tacit knowledge, understanding sample logic, negotiating the standards, and providing evidence from teaching. Candidates who were most successful were able to assume the NBPTS discourse values. (Contains 35 references.) (SM)

ED 425 151 SP 038 229

Cross, Larry F.; Johnson, E. Jean; Giuntoli, Kathleen; Peterson, Karen M.; Howell, Glenna L.
The State of Public Education in the United States: Teacher Education Students' Perspectives.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Consciousness Raising; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; *Public Education; *Public Schools; *Student Teacher Attitudes; Teachers; Teaching Methods

This study examined the opinions of 44 teacher education majors, prior to student teaching, about the state of public education in the United States. It also investigated their perceptions of the opinions of faculty and practicing teachers regarding the same issue. The study examined the degree of multicultural instruction and the method by which the students received the instruction. Students completed a three-part self-report survey. The first section sought their opinions about problems and solutions facing U.S. public education and asked students to recall what their teacher education faculty and practicing teachers expressed about problems facing public schools. The second section asked about students' diversity training and opinions about discrimination in the United States. The third section requested demographic information. Results indicated that students' own perceptions and opinions closely matched those of faculty and teachers, who ranked economic issues as the main problem in U.S. public education. Students ranked social/emotional or diversity issues as the second problem. This was in direct contrast to their perceptions of the opinions of faculty and teachers, who they believed would rank parental/family issues second and social/emotional and diversity issues last. The results also showed that students did not receive the instructional methods that research has shown are necessary to facilitate change in opinions and behavior. (Contains 26 references.) (Author/SM)

ED 425 152 SP 038 230

Quilter, Shawn M.; Chester, Cher
Inservice Teachers' Perceptions of Educational Assessment.
PUB DATE- 98

Institutions. 1993 National Study of Postsecondary Faculty (NSOPF-93). Statistical Analysis Report.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Beginning Teachers; *College Faculty; Demography; Females; *Full Time Faculty; *Higher Education; Minority Group Teachers; Tables (Data); *Teacher Characteristics; Teaching Experience; Tenure
IDENTIFIERS- *National Study of Postsecondary Faculty

This report uses data from the 1993 National Study of Postsecondary Faculty (NSOPF-93) to compare full-time faculty who, in the fall of 1992, were in the first 7 years of their academic career with full-time faculty with 8 or more years of full-time college experience. Among key findings are the following: the new cohort disproportionately represented fields outside the liberal arts; females constituted 41 percent of the new faculty and 28 percent of the senior cohort; racial/ethnic minorities constituted 17 percent of the new cohort and 12 percent of the senior cohort; new faculty did not assume their current positions until an average of 6 years after earning their highest degree, as compared to 2 to 3 years for senior faculty; and 33 percent of the new cohort were in nontenure-eligible positions, as compared to 16 percent of the senior faculty. Individual sections of the report present tables, graphs, and text that address the following: (1) identifying new entrants to full-time faculty; (2) size and distribution of new entrants by institutional type and program area; (3) demographic characteristics of new entrants; (4) educational background and work history of new entrants; and (5) appointment characteristics and satisfaction levels of new entrants. Appended are technical notes and standard error tables. (DB)

ED 424 832 HE 031 686

Entrance Counseling. Guide for Counselors. William D. Ford Federal Direct Loan Program.
PUB DATE- 97
NOTE- 18p.; One component of a three-item "Counselor Kit" that includes a companion "Guide for Borrowers" (see HE 031 687) and a videotape.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Counseling; Federal Aid; Federal Programs; Federal Regulation; Higher Education; Loan Repayment; Program Administration; *Student Loan Programs; *Student Responsibility
IDENTIFIERS- *Federal Direct Student Loan Program; Stafford Student Loan Program

This guide is designed to help school financial aid administrators provide effective entrance counseling for first-time student borrowers of subsidized Federal Direct Stafford/Ford Loans and Federal Direct Unsubsidized Stafford/Ford Loans. A section on what is required for entrance counseling specifies both regulatory requirements and the Secretary of Education's additional recommendations, as well as the permissible alternative approaches to entrance counseling.

NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *College Graduates; College Outcomes Assessment; Educational Trends; Enrollment Trends; Females; Higher Education; School Holding Power; *Sex Differences; Tables (Data); Trend Analysis; Two Year Colleges; *Womens Education
IDENTIFIERS- *Graduation Rates; *Maryland

This report examines trends in the educational progress of women who attended Maryland institutions of higher education from 1978 to 1997. Data on the educational achievements of women are compared with those of men, organized under the general categories of enrollment, retention and graduation rates, degrees or certificates conferred, and employment of graduates. Eight figures and associated text provide information on: (1) representation of women students: 1978 and 1997; (2) enrollment in science programs by gender: 1978-97; (3) second year retention rates for freshman cohorts at Maryland four-year public colleges and universities, by gender: 1978 and 1996; (4) six-year graduation rates for freshman cohorts at Maryland four-year public colleges and universities, by gender: 1978 and 1991; (5) four-year graduation and transfer rates at Maryland community colleges, by gender: 1978 and 1993; (6) percent of degrees earned in Maryland, by gender: 1997; (7) median annual salary of bachelor's degree recipients employed full-time, by gender: 1981-96; and (8) average annual salary of community college graduates employed full-time, by gender: 1984-96. An appendix provides 27 tables of additional data, organized according to the same general categories. (DB)

ED 424 852 IR 019 120

Ludlow, Barbara L.; Duff, Michael C.
Distance Education and Tomorrow's Schools. Fastback 439.
SPONS. AGENCY- Phi Delta Kappa, Los Angeles. Univ. of Southern California.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Delivery Systems; *Distance Education; Educational Change; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; Information Networks; *Information Technology; Organizations (Groups); Program Descriptions; Scholarly Journals; Teacher Education; *Telecommunications
IDENTIFIERS- Technology Integration; *Technology Utilization

This booklet provides an overview of distance education today, including discussion of exemplary programs and implications for the future. The first section defines distance education and examines trends, possibilities, and problems. Distance education technologies are discussed in the second section, including "low tech" systems (correspondence and audioconferencing), "high tech" systems (broadcast television, compressed video, computer multimedia modules, and online instruction), and technology costs. The next section addresses elementary and secondary education, including large- and small-scale applications. Postsecondary education, including higher

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Consortia; Higher Education; Library Administration; Library Associations; *Library Collection Development; *Library Cooperation; Library Networks; Library Surveys; Questionnaires; *Research Libraries; *Shared Resources and Services; Tables (Data); Trend Analysis
IDENTIFIERS- Association of Research Libraries; Partnerships in Library Services

This survey was conducted to discover how extensively ARL (Association of Research Libraries) libraries are involved in formal, active programs of collaboration for collections management. Seventy ARL libraries completed a questionnaire focusing on all collections formats and a number of related collections management activities. Results indicated that 83% had a collaborative collections management (CCM) relationship with another library, and 55 respondents reported that they were members of at least one consortium in which active CCM is part of the consortium's program. The most common form of collaboration was in materials acquisition, followed by preservation agreements, processing of materials, collection development work, and management of personnel. In general, respondents were satisfied with their CCM arrangements. A copy of the survey with tabulation of responses is provided. Representative documents from the following institutions are included: University of Arizona; Boston Library Consortium (BLC); Latin America North East Libraries Consortium (LANE); Latin American Studies Consortium of New England (LASC); University of Kentucky/University of Tennessee Information Alliance; North East Research Libraries Consortium (NERL); TriUniversity Group of Libraries (TUG); Association of American Universities (AAU)/ARL Global Resources Program (GRP); and Research Library Cooperative Program. A flyer summarizing survey results is included. (DLS)

ED 424 871 IR 057 239

Soete, George J., Comp.
Managing Food and Drink in ARL Libraries. SPEC Kit 237.
PUB DATE- 98
NOTE- 55p.; Includes accompanying "SPEC Flyer" 237.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Food; Higher Education; Library Associations; Library Facilities; Library Personnel; *Library Policy; Library Research; Library Surveys; Questionnaires; Research Libraries; Signs; Trend Analysis; Users (Information)
IDENTIFIERS- Association of Research Libraries; *Beverages; Food Consumption; *Rules and Regulations

This survey was conducted to determine to what extent ARL (Association of Research Libraries) libraries permit food and drink to be consumed in library facilities, whether there has been a shift in recent times toward a liberalization of policy and practice, how restrictions are enforced, and whether there are particularly successful strategies for the management of food and drink. Results indicate that, although there have been some recent changes in ARL libraries' programs, most do not permit the consumption of food and drink in general use areas. Out of the 72 libraries responding to the survey, 71% prohibit food and drink entirely, and 29% permit food and drink--most with restrictions. Leading reasons for the restriction of food

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Curriculum; *College Governing Councils; *Community Colleges; Diversity (Institutional); Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year colleges; Vocational Education
IDENTIFIERS- Academic Senate for California Community Colleges

Documenting the 1998 fall session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The resolutions that passed are divided into the following sections: (1) academic senate; (2) accreditation; (3) affirmative action/cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with the Chancellor's office; (8) counseling; (9) curriculum; (10) disciplines list; (11) technology; (12) faculty development; (13) general concerns; (14) grading; (15) intersegmental issues; (16) library and learning resources; (17) local senates; (18) matriculation; (19) professional standards; and (20) students. The remaining sections of the report include resolutions that were referred, failed, moot, withdrawn, and tabled. The report also provides a list of delegates. Appendices include documents concerning occupational certificate programs, skills award programs, and changes to "Effective Participation in District and College Governance." (AS)

ED 424 892 JC 980 471

Lyon, Pat Rajski
North Harris Montgomery Community College District Articulation Manual.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); *College Transfer Students; Community Colleges; Curriculum; Educational Planning; High School Graduates; High Schools; Higher Education; Institutional Cooperation; *Tech Prep; *Transfer Policy
IDENTIFIERS- North Harris Montgomery Community College Dist TX

This manual was prepared as a resource for administrators, faculty, university counselors, and independent school districts in developing and reviewing articulation agreements and tech prep programs. Chapter 1 is the introduction to the program. The chapters that follow are: (2) benefits derived from articulation; (3) types of articulation, including advanced placement, credit by exam, credit for experiential learning or work experience, dual credit, program articulation, tech prep, and transfer to universities; (4) competency-based curriculum and articulation; (5) high school articulation process and flow chart; (6) applying the high school articulation agreement; (7) updating the high school articulation agreement; (8) expiring the high school articulation agreement; (9) record keeping and data gathering; (10) how to apply for articulated credit; (11) tech prep process and flow chart; (12) dual credit; (13) community education articulation; (14) university articulation; (15) The University Center (TUC); and (16) distribution of articulation

Peer Groups; Peer Relationship; Peer Teaching; Problem Solving; Program Effectiveness; *Student Adjustment; Student Journals; *Transitional Programs; Tutoring
IDENTIFIERS- *Middle School Students

This practicum project evaluated the effectiveness of a peer counseling, mentoring, and tutoring program to enhance the transition of students from elementary to middle school by reducing behavior problems and absenteeism, and by enhancing students' ability to deal with academic or peer difficulties. The problem of adjustment to the transition from elementary to middle school was documented through school and teacher records, especially the number of teacher referrals for behavioral, emotional, and social problems and the number of student-generated help forms asking for assistance in resolving academic and social problems. The 8-month intervention consisted of a peer counseling, mentoring, and tutoring program. The tutors were seventh and eighth graders in the same school. The Pause, Prompt, and Praise tutoring method was taught to student mentors and tutors. Sixth graders were matched to a mentor/tutor and they met twice weekly to become acquainted and to work on academic and other concerns. Both tutors and tutees maintained journals detailing the problems, discussions, and possible solutions for each session. The process was monitored to identify potential serious student problems. Evaluation findings indicated that there was a reduction in student-generated help forms requesting assistance with an academic problem, teacher-generated referrals for problem behaviors, and absenteeism. In addition, students were able to write transition problem statements with resolution strategies and achieve a passing 1.0 or better report card grade. (Seven appendices include forms used in the intervention. Contains 60 references.)

ED 424 912 PS 026 991

Dincer, Caglayan; Atakurt, Yildir; Simsek, Isil
A Study on the Level of the First Aid Knowledge of Educators Working in Preschools.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *First Aid; Foreign Countries; Health Education; *Knowledge Level; *Preschool Education; *Preschool Teachers
IDENTIFIERS- Turkey

This questionnaire study examined the level of knowledge of first aid of 138 educators in private and state preschools in Turkey. Questionnaires were completed by educators between May and July 1997. The findings indicated that about 17 percent of the educators thought that they had sufficient first aid knowledge, with 62 percent indicating that they had no first aid training. About 68 percent of the educators had encountered situations in the preschool in which they had to administer first aid. A greater number of educators who had received first aid training than those without training described the correct procedure for dealing with a number of injury situations, including nose bleeds, fractures, and drinking caustic substances. In addition, significantly more university than high school graduates gave correct answers for dealing with stopping of intervention data indicated that the training program resulted in an increase of child-initiated decision making within the classroom from 30 minutes to 90 minutes per day, a revision of the daily schedule to allow four out of five activities to be child-initiated, and lesson planning that incorporated choice making for children. A self-study tool was also provided to the director and the teacher to promote growth in developmentally appropriate practice within the classroom. Based on the findings, recommendations were made to support other professionals working at changing teacher-directed practice to child-initiated practice. Contains 37 references. (JPB)

ED 424 932 PS 027 030

Foundation for Child Development Annual Report, 1997/1998.
PUB DATE- 98
NOTE- 64p.; For 1996-1997 Annual Report, see ED 413 063.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Development; Childhood Needs; Children; Economic Factors; *Financial Support; Grants; *Philanthropic Foundations; Poverty
IDENTIFIERS- *Foundation for Child Development; *Working Poor

This annual report details the activities of the Foundation for Child Development (FCD) for 1997-98. Included in the report is a discussion of the history and mission of the foundation and its funding priorities. The members of the Council, Board of Directors, Officers, and staff are listed. The report of the chair, Barbara Paul Robinson, highlights current initiatives illustrating FCD's approach of using a combination of basic and policy-relevant research, advocacy and public education to effect change and innovation in social policies that impact upon economically disadvantaged children and their families. The report of the president, Ruby Takanishi, identifies the current program focus on building a knowledge base about low-wage families and their children, improving children's access to quality health services, and strengthening early childhood education and care programs. The remainder of the annual report delineates the research, policy, service/program development, discretionary, and Anne K. Belding Memorial Fund grants awarded in 1997-98. Foundation-sponsored publications are listed. The independent auditors' report detailing the financial position of the foundation and the schedule of investments concludes the annual report. (KB)

ED 424 933 PS 027 039

Parents as School Partners Dissemination Kit.
SPONS. AGENCY- Danforth Foundation, Clayton, MO.; General Mills Foundation, Wayzata, MN.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 96
NOTE- 57p.; Funding also received form the Kalman & Ida Wolens Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Educational Policy; *Elementary Secondary Education; *Family School Relationship; Focus Groups; *Information Dissemination;

Child Health; Child Welfare; Childhood Needs; Children; *Compliance (Legal); *Day Care; *Day Care Centers; Educational Legislation; Legal Responsibility; Preschool Education; School Law; State Legislation; *State Regulation
IDENTIFIERS- Day Care Licensing; *Day Care Regulations; Licensed Programs; *Nebraska; Regulatory Programs

This guide enumerates regulations for anyone caring for four or more children, from families other than their own, for compensation and on a regular basis, in the state of Nebraska. The purpose of the regulations is to protect and promote the health and safety of children in child care facilities. The first section of the guide lists specific child care regulations including: (1) definitions; (2) types of licenses; (3) licensing process; (4) administration; (5) staff qualifications; (6) program; (7) meals and snacks; (8) discipline; (9) materials and equipment; (10) outdoor play area; (11) infant care; (12) child health; (13) transportation; (14) swimming/wading activities; (15) alternative compliance with regulations; (16) sanitation regulations; (17) storage; (18) napping/sleeping arrangements; (19) grounds; and (20) fire safety regulations. The second section outlines broader policies, including: (1) public access to licensing files; (2) information released to governmental entities; (3) information not released; (4) child care provider access to licensing files; (5) restricted information; (6) death of a child; and (7) emergency closing orders. The guide's final section delineates the legal basis of child care licensing as presented in Nebraska statutes. (SD)

ED 424 952 PS 027 081

Parent Handbook for Family Child Care Homes.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Health; *Child Welfare; Childhood Needs; Children; *Compliance (Legal); Educational Legislation; *Family Day Care; Legal Responsibility; Parent Empowerment; *Parent Participation; Parent Rights; Parent School Relationship; Preschool Education; School Law; State Legislation; *State Regulation
IDENTIFIERS- Day Care Licensing; Day Care Quality; Day Care Regulations; Licensed Programs; *Nebraska; Parent Caregiver Relationship; *Parent Resources; Regulatory Programs

Published by Nebraska's Department of Health and Human Services, this guide provides information that will help parents and providers ensure that their child receives the best possible care from a licensed child care home provider. The guide also serves as a basis for discussion between parents and their child care providers to make a child's experience in child care safe and happy. Regulations are presented for both Family Child Care Home I (provider's residence, 4-8 children) and Family Child Care Home II (up to 12 children, either in the provider's residence or another site). The first section of information addresses: (1) choosing quality child care; (2) what parents should do; (3) what child care providers should do; (4) appropriate guidance; (5) complaint procedures; and (6) compliance review forms. The second section focuses on Family commission's administration, including its standing committees, commission meetings, staff, budget, and program activities. Information on activities is presented in seven sections dealing with advocacy, juvenile justice, evaluation, information dissemination, ombudsman activities, teen pregnancy, and Title VI. The report also contains a list of members, contact information, and council events for the regional councils. (KB)

ED 424 970 PS 027 102

Kids Count: A Region-by-Region Look at the Status of Tennessee's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 231p.; For related Tennessee Kids Count documents, see PS 027 096-027 101.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; Child Custody; *Child Health; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Health Insurance; Incidence; Income; Juvenile Justice; Mortality Rate; *Poverty; Pregnant Students; Prenatal Care; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; *Tennessee

This Kids Count report examines regional differences in the well being of Tennessee's children. The statistical portrait is based on 16 health, social, and economic indicators of child well being: (1) percent of population enrolled in TennCare, state health insurance program; (2) percent of births lacking adequate prenatal care; (3) percent of low birthweight births; (4) infant mortality rate; (5) child death rate; (6) teen violent death rate; (7) teen pregnancy rate; (8) percent of students receiving special education; (9) percent of high school dropouts; (10) child abuse and neglect rate; (11) percent of children referred to juvenile court; (12) child state care rate; (13) per capita income; (14) percent of children receiving Aid to Families with Dependent Children; (15) percent of population receiving food stamps; and (16) percent of students participating in Free and Reduced Lunch Program. Following an overview, the bulk of the report contains statistical profiles for each of nine regions in Tennessee. Information on each region includes historical background, demographic information, history of the relevant regional council on children and youth, comparison of the region to the rest of the state on the indicators of well being, and tables detailing the indicators in 1996 and 1992. Information on definitions and data sources and four appendices containing data tables complete the report. (KB)

ED 424 971 PS 027 103

Sharfstein, Joshua; Sandel, Megan
Not Safe at Home: How America's Housing Crisis Threatens the Health of Its Children. A Research Report.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

and administrators were 39 and 67 percent, respectively. Findings indicated that both groups demonstrated a high level of acceptance of preschool quality standards. However, belief scores were significantly higher than implementation scores for both groups and for all areas. Further, compared to administrators, teachers evidenced greater acceptance of high quality preschool curricula standards and of the importance of family and community involvement, and showed greater belief that high quality standards were being implemented in the curricula and in the implementation of inservice and staff development. Also, the prekindergarten programs did not align with many of the standards of quality noted by the National Association for the Education of Young Children. (Contains 16 references.) (KB)

ED 424 988 PS 027 171

Novak, Kathy
Early Childhood Development and Care Programs. House Research Information Brief.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Day Care; *Early Childhood Education; Early Intervention; *Financial Support; Program Descriptions; School Readiness
IDENTIFIERS- Early Childhood Family Education; Minnesota; *Program Characteristics; Project Head Start; Way To Grow School Readiness Program MN

The goal of Minnesota's early childhood development and care programs is to ensure that families of young children have the opportunity to choose affordable, high quality child care and participate in developmental programs that promote the skills and behaviors necessary for children to succeed in school. This information brief describes and compares the early childhood education and care programs that receive Minnesota state appropriations and are established in state law. Tables delineate the characteristics, eligibility requirements, participation, and funding for each program. (KB)

ED 424 989 PS 027 175

Robertson, Anne S., Ed.
Proceedings of the Families, Technology, & Education Conference (Chicago, IL, October 30-November 1, 1997).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 277p.; For individual conference papers, see PS 027 176-207.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Child Rearing; Computer Mediated Communication; *Computer Uses in Education; Computers; *Educational Technology; Elementary Secondary Education; *Equal Education; Family School Relationship; Family (Sociological Unit); Gifted; Home Schooling; *Internet; Parent Participation; Parent Role; Safety; Special Education; Technology; *World Wide Web

*Internet; *Low Income Groups; *Online Systems; Urban Areas

This paper suggests that the Internet has great potential for educating and informing those who use it--but only if they have access to educational content that informs them in a way that meets their needs. Many community-based groups, nonprofit agencies, and institutions have volunteered to give all children and families, especially those who cannot afford it, access to the best of the Internet with content that is important, accurate, and appropriate for their needs. NeighborhoodLink is one such community network that focuses on the needs of low-income people. Because this focus is somewhat different from most community networks, the content it provides reflects that difference. The study described in this paper is a search for NeighborhoodLink's special identity as an urban community network. To improve the content of NeighborhoodLink for low-income families and children, the study looked at similarities and differences in over 20 models. LibertyNet and Charlotte's Web proved to be the two most appropriate models, providing NeighborhoodLink with ideas for local information that can be adapted and replicated, but several other models also provided information and potential links. An unexpected benefit of the study was the recognition of the accomplishments of NeighborhoodLink that are exceptional. Although all community networks require much of the same basic information and services, each network needs to find its own niche to provide relevant and important content in an organizational structure that works. (A list of the model networks examined in the study is appended.) (LPP)

ED 425 009 PS 027 195

Wilhelm, Anthony
Buying into the Computer Age: A Look at Hispanic Families.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Attitudes; Computers; Cultural Differences; Focus Groups; *Hispanic Americans; Information Seeking; Information Sources; Mass Media Use

Ownership rates of advanced communication technologies among Hispanic families are lower than the national average. Going beyond socioeconomic (i.e., family income, educational attainment, and occupation) indicators as key predictors of the so-called technology gap, this paper relies on qualitative analysis of Hispanic families' attitudes and opinions about computers to provide a richer context for understanding the gap. Six focus groups were conducted in the summer of 1997 (n=72). Interviewees were recruited from Santa Ana and Riverside, California, and were eligible to participate if: (1) they were heads of household of Hispanic origin; (2) their yearly family income was between $25,000 and $65,000; and (3) they did not already own a home computer. Focus groups were balanced in terms of gender, and participant ages ranged from 21 to 64. Santa Ana focus groups tended to include mostly college-educated, professional, English-speaking, and native-born respondents, while Riverside focus groups included predominantly non-college-educated, working-class, Spanish-speaking, and foreign-born participants. The results of the

Internet version. Articles in the "Feature Articles" section cover topics including work and family; brain development in young children, early education for special needs children, technology and the family, talking to children about sexuality and AIDS. Articles in the "Community Spotlights" section explore topics including the strength of family literacy, home visiting, and grandparent programs. Articles in the "Of Interest" section discuss topics such as building resilience in children, adolescence and gender issues, living in a stepfamily, and attention deficit/hyperactivity disorder. Following a brief description of the authors of the Parent News articles, the sourcebook concludes with full-text copies of ERIC digests produced by clearinghouses in the ERIC (Educational Resource Information Center) system. These digests explore topics such as spanking; kindergarten entrance age; bullying in schools; the risks of rewards; homeschooling gifted students; and standardized testing in the schools. (HTH)

ED 425 027 RC 021 480

Cox, Peter
Regional and Gender Differences in Various Forms of Mathematics Assessment within the Victorian Certificate of Education.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Equal Education; Foreign Countries; Geographic Isolation; *High School Seniors; High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Tests; Rural Education; *Rural Urban Differences; *Secondary School Mathematics; *Sex Differences; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Australia (Victoria)

As part of the new Victorian Certificate of Education, the state of Victoria, Australia, implemented changes to secondary mathematics courses in order to cater to the needs and aspirations of all students by using a variety of teaching and assessment strategies. The first year that the changes were fully implemented for grade 12 was 1992. A statistical analysis examined the influence of locale (rural versus urban) and sex of student on mean achievement on the various Common Assessment Tasks (CATs). There were 6 mathematics subjects in year 12, attended by 19,413 females and 22,567 males, for which there were four CATs. CATs 1 and 2 required the students to communicate their findings in written reports, were assessed within the school by their teacher, and were performed over an extended period of time. CATs 3 and 4 were multiple-choice and extended-answer examinations respectively, and were marked externally. Findings indicate that females were not as disadvantaged in mathematics assessment as they had been in earlier mathematics courses in Victoria. The largest disadvantage for females occurred in terms of participation, particularly in advanced mathematics courses. Females generally performed better than males in CATs 1 and 2, and males generally performed better than females in CATs 3 and 4. There was a significant regional effect in that rural students, particularly males, performed worse than their metropolitan counterparts in CATs 1, 2, and 3. Implications concerning equality of opportunity and gender differences in test taking are discussed. Seventeen tables and four graphs depict data and results. (Contains 36 references.) (TD) ideology and practices are given in a third-year class in human justice that focuses on institutional racism, particularly on an analysis of curriculum. The concepts of race, text, identity, stereotyping, bias, and ethnocentrism are used to analyze the impact of curriculum materials on First Nations children. In addition to curriculum materials analysis, students also analyze images of First Nations people portrayed in the mass media. The classes model pedagogical methods of dealing with racism and critical thinking. Barriers to connecting preservice teachers with cultural knowledge and anti-racist education practice include lack of culturally appropriate materials, school and community resistance to change, and needs for personal and professional coping strategies. (Contains 18 references.) (SAS)

ED 425 045 RC 021 744

Robinson, Bernadette
In the Green Desert: Non-formal Distance Education Project for Nomadic Women of the Gobi Desert, Mongolia. Education for All: Making It Work. Innovations Series, 12.
PUB DATE- 97
NOTE- 41p.; Photographs and text with underlying graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Distance Education; Economic Change; Educational Innovation; Empowerment; Entrepreneurship; Foreign Countries; Itinerant Teachers; Migrant Education; *Nomads; *Nontraditional Education; Program Development; *Relevance (Education); *Rural Women; *Womens Education
IDENTIFIERS- Gobi Desert; *Mongolia

With the disintegration of the former Soviet Union, Mongolia was severed from its exterior financial and technical support. The dramatic shift in socioeconomic conditions created a need for new forms of adult education. The nomadic women of the Gobi Desert were targeted as most at risk, and the Gobi Women's Project conducted a needs assessment in three of the six Gobi provinces. Women defined their own most urgent learning needs in the areas of livestock rearing, family care and health, literacy, income generation using locally available materials, and basic business skills. By 1996, 15,000 nomadic women were taking part in education activities offered through radio, printed materials, and visiting teachers. This booklet describes Mongolia's educational conditions and the Gobi Women's Project, with sections covering the history and culture of Mongolia; the abrupt economic change from Communism to an independent market economy; women's status, education, and literacy; low-cost forms of distance education; initial planning and development of the project; enthusiastic grassroots response; development and dissemination of instructional materials; organizational structure of the project; educational delivery through reading materials, radio programs, visiting teachers, information centers, and learning groups; experiences of five students and teachers; project achievements (empowering rural women and breaking new ground); financing; sustainability; and future directions. Includes facts about Mongolia, a glossary, a list of project innovations, photographs, and a bibliography. (SV)

ED 425 046 RC 021 755

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Bilingualism; *Calculators; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Instructional Materials; *Mathematics Education; *Media Selection; Metric System; Position Papers; Professional Development; Student Attitudes; Teacher Evaluation
IDENTIFIERS- National Council of Teachers of Mathematics

This handbook presents position statements from the National Council of Teachers of Mathematics (NCTM) in detail. Topic areas for which position statements are provided include Calculators and the Education of Youth, Early Childhood Mathematics Education, Evaluation of Teacher Performance, Guiding Students' Attitudes and Decisions Regarding Their Mathematics Education, The Mathematics Education of Underrepresented Groups, the Mathematics for Second-Language Learners, Mathematics Leaders in Elementary/Middle Schools, Mathematics Leaders in Secondary Schools, Metrication, Professional Development of Teachers of Mathematics, Research in Mathematics Education, Teaching Mathematics in the Middle Grades, and The Use of Technology in the Learning and Teaching of Mathematics. A general description of NCTM, a discussion of the organization's mission and goals, and a list of officers, directors, committes, and representatives are included. (ASK/NB)

ED 425 066 SE 061 877

Civil, Marta
Bridging In-School Mathematics and Out-of-School Mathematics.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Instruction; Models; *Nonformal Education; Parent Participation; *Parents as Teachers; Relevance (Education); Teaching Methods; *Theory Practice Relationship

This paper presents personal reflections on some aspects of the research project BRIDGE. The goal of this project is the development of mathematics teaching innovations in which students and teachers engage in mathematically rich situations through the creation of learning modules that capitalize on students' and their families' knowledge and experiences in their everyday lives. The four components of the model are described, but emphasis is placed on one part of the model--Study Groups--as the setting for discussing bridging in-school and out-of-school knowledge. Contains 14 references. (ASK)

ED 425 067 SE 061 878

Haug, Carolyn
Variability in Teachers' Responses to Standards-Based Mathematics Reform.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

Political Science" (Stephen L. Schechter with Jonathan Weil); (4) "Studying and Teaching Economics" (Suzanne Wiggins Helburn; H. Michael Hartoonian); (5) "Studying and Teaching Anthropology" (Roger C. Owen; Jack Zevin); (6) "Studying and Teaching Geography" (A. David Hill); (7) "Studying and Teaching History" (James R. Giese); and (8) "Integrating the Curriculum" (James C. Schott). Part 3, "Planning for Instruction," contains: (1) "Teaching Strategies" (Laurel R. Singleton); (2) "Using Instructional Materials" (Laurel R. Singleton); and (3) "Classroom Assessment" (Laurel R. Singleton). An appendix includes listings of organizations with broad social studies interests, specialized organizations, and social science organizations. (EH)

ED 425 090 SO 029 302

Belauus, Betty; Botein, Emily; Cadaval, Olivia
Borders and Identity: A Resource Guide for Teachers = Identidad y Fronteras: Una Guia para Maestros.
PUB DATE- 96
NOTE- 259p.; Accompanying videotape is not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Differences; Ethnic Groups; Foreign Countries; Heritage Education; *Latin American History; *Minority Groups; Multicultural Education; Secondary Education; Social Studies; *Spanish; *United States History
IDENTIFIERS- *Latin American Studies; Mexico; *Mexico United States Border

The materials in this resource guide include a four-part video, a poster-size cultural map with additional exercises, and the five sections of this guide. The unit, presented in English and Spanish, intends to introduce students to the peoples and cultures of the U.S.-Mexico border, to explore the concept of borders in their own communities, to use ethnographic investigation methods, and to foster critical thought through the use of oral interviews and other primary source materials. Each section of the guide begins with an introduction for teachers and then allows them to customize the materials for the individual classroom and students. The sections of the guide include: (1) "Introduction: What Does Borders and Identity Mean?"; (2) "History and Identity"; (3) "Celebrations and Identity"; (4) "Expressive Traditions and Identity"; (5) "Occupations and Identity"; and (6) "Borders and Identity in Your Own Community." An appendix includes a timeline of key dates, a glossary of cultural concepts and border terminology, an example of a 'corrido', an annotated resource listing and bibliography of historical and literary sources, a transcript of the video narration, and reprinted articles from the 1993 Festival of American Folklife program book. (EH)

ED 425 091 SO 029 317

Oltman, Debra L.
Classroom Guide to Safety in the Visual Arts. Second Edition.
PUB DATE- 95
NOTE- 143p.; For first edition, see ED 341 629.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Economy." This revised edition offers a new section on implementing the mini-economy in the middle school. The classroom mini-economy is a proven, effective method of promoting innovation in teaching and learning economics by involving students in activities to simulate real world economic activity. Chapters of the book include: (1) "The Mini-Economy; (2) "What Economics Is About"; (3) "How to Start a Mini-Economy"; (4) "Expanding Your Mini-Economy"; (5) "Teaching Economics in the Mini-Economy Classroom"; (6) "Making Your Mini-Economy More Effective"; and (7) "Using the Mini-Economy in the Middle School." Five appendices offer: (1) "Reproducible Mini-Economy Aids"; (2) "Student Worksheets"; (3) "Indiana Curriculum Guidelines in Economics"; (4) "Annotated Bibliography of Selected Curriculum Materials"; and (5) "Inservice Opportunities." (Annotated bibliography contains 13 references.) (EH)

ED 425 113 SO 029 604

Grubb, Deborah; Osborne, Jeanne; Fasko, Daniel, Jr.
Adolescents' and Educators' Perceptions of Values: Implications for Public Education.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November, 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Beliefs; Culture Conflict; Democracy; Ethical Instruction; High Schools; Moral Development; *Public Schools; Standards; *Teacher Attitudes; Value Judgment; *Values; Values Education
IDENTIFIERS- *Kentucky

This paper reports the findings of a survey of rural northeastern Kentucky high school teachers on the questionnaire "What Do You Really Believe?," an instrument originally developed by Phi Delta Kappa (PDK) and revised to assist in identifying a potential set of Core Values to which a majority of the public might subscribe. The present study rephrased the statements originally intended for use with teens to ask teacher to agree or disagree with statements reflecting their own values. Teachers from three county district high schools in northeastern Kentucky participated in the study. The completed questionnaires were scanned and analyzed for 88 teachers. The study found agreement on which values are important, that is democratic values versus authoritarian values, but found many values-oriented problems facing our society over which there is disagreement. The document suggests a follow-up study be conducted with parents to ascertain their beliefs and see how they correlate with the earlier student study by the same researchers and the present study of teacher attitudes. (Contains 36 references.) (EH)

ED 425 114 SO 029 990

Leming, Robert S.; Vontz, Thomas S.
Teaching Constitutional Issues with Scripted Trials: Search and Seizure, Freedom of Expression, and the Establishment Clause. Volume 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 425 133 SP 038 209

Tirri, Kirsi
How Finnish Teachers View Their Professional Ethos: A Case Study.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Conference of the European Council for High Ability (ECHA) (5th, Vienna, Austria, October 19-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethics; Foreign Countries; Higher Education; Honesty; Justice; *Moral Values; Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Caring; *Ethos; *Finland; Truth

This study explored the main characteristics of professional morality according to Finnish secondary school teachers. Participants were 33 teachers from an urban Finnish secondary school with a heterogeneous student population. Teachers were asked to identify the most common moral dilemmas they had experienced in the teaching profession and to discuss their problem-solving strategies when dealing with the dilemmas. During the structured interviews, the participants described their subjective theories of teachers' professional ethos. Data analysis used Oser's model of teachers' ethos as the underlying taxonomy to examine the subjective theories expressed by teachers in the theoretical framework of justice, caring, truthfulness, and commitment. Results indicated that the highest percentage of teachers emphasized commitment as an indicator of teachers with a high professional ethos. The second most common dimension of teachers' ethos according to the teachers was justice. One-quarter of the teachers rated justice as an important quality. Only 12 percent of the teachers mentioned truthfulness, and 9 percent of the teachers mentioned care, as important qualities for teachers with a high professional ethos. (Contains 30 references.) (SM)

ED 425 134 SP 038 210

Tracy, Dyanne M.; Follo, Eric J.; Gibson, Sarah L.; Eckart, Joyce A.
Success After Failure: A Case Study of Three Teacher Interns.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Classroom Techniques; Cooperating Teachers; Elementary Education; Higher Education; Preservice Teacher Education; Teacher Certification; Teacher Characteristics; *Teacher Competencies; *Teacher Interns; Teaching Methods; Teaching Skills

This case study examines the causes of failure for three teaching interns and the interventions that led to their later success. Data collection included interviews with the three elementary level teacher interns, their cooperating teachers, and their university supervisors. All three teacher interns had encountered numerous and severe difficulties in their initial teaching internships, though during their preservice courses and field experiences, they demonstrated ability, commitment, persistence, and an intense desire to become teachers. All three received second assignments that were successful and that

NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Higher Education; *Standardized Tests; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Alternative Assessment

This study examined inservice teachers' perceptions of classroom assessment, standardized testing, and alternative assessment methods. Participants were 168 predominantly white, predominantly female teachers working on master's degrees at Eastern Michigan University and the Citadel. During the fall of 1997, they completed a questionnaire that asked about: (1) demographics, (2) personal experiences with standardized testing, (3) personal experiences with classroom assessment, (4) current views on standardized testing, (5) current views on classroom assessment, and (6) current views on alternative assessment. Data analysis indicated that teachers tended to be more positive about classroom assessment than standardized testing. This was true for their personal and professional experiences. Past personal experiences with educational assessment and current views of assessment were highly interrelated. However, those who saw value in standardized testing tended to see less value in alternative forms of assessment. (Contains 11 references.) (SM)

ED 425 153 SP 038 231

Cole, Ardra L., Ed.; Elijah, Rosebud, Ed.; Knowles, J. Gary, Ed.
The Heart of the Matter: Teacher Educators and Teacher Education Reform.
PUB DATE- 98
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Deans; College Faculty; College School Cooperation; Cultural Awareness; *Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Self Evaluation (Individuals); *Teacher Educators

This collection of papers examines the role of teacher educators in teacher education reform. Part 1, "The Reform Context," includes the first chapter: (1) "Setting and Defining the Context" (J. Gary Knowles and Ardra L. Cole). Part 2, "Self-Study as Teacher Education Reform," includes chapters 2-6: (2) "Reforming Teacher Education through Self-Study" (Ardra L. Cole and J. Gary Knowles); (3) "Finding My Way: Teaching Methods Courses from a Sociocultural Perspective" (Anastasia P. Samaras); (4) "Letters of Intent: Collaborative Self-Study as Reform in Teacher Education" (Dawn Abt-Perkins, Helen Dale, and Patricia Hauschildt); (5) "Beyond 'Burritos' and 'Lumpia': Ethnic Identity as a Difference in Preservice Teacher Education" (Sara S. Garcia and Edmundo F. Litton); and (6) "Owning What I Learned: The Perspective of a Beginning Teacher Educator" (Rosebud Elijah). Part 3, "Teacher Educators and the Reform of Teacher Education," includes chapters 7-18: (7) "Teaching by the Rules, Changing the Rules in Teacher Education" (Ava L. McCall); (8) "Driven to Abstraction" (Margaret R. Olson); (9) "Negotiating Balance between Reforming

The next section addresses administrative considerations such as organizing counseling sessions, notifying borrowers, understanding the Direct Loan Program, necessary equipment and facilities, and documenting student attendance. The recommended presentation is outlined, including using an accompanying video, reviewing the student "Borrowers' Guide" with students, and answering questions. (DB)

ED 424 833 HE 031 687

Entrance Counseling. Guide for Borrowers. William D. Ford Federal Direct Loan Program.
PUB DATE- 97
NOTE- 27p.; One component of a three-item "Counselor Kit" that includes a "Guide for Counselors" (see HE 031 686) and a videotape.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *Compliance (Legal); Counseling; Federal Aid; Federal Programs; Federal Regulation; Higher Education; Loan Repayment; *Student Loan Programs; *Student Responsibility
IDENTIFIERS- *Federal Direct Student Loan Program; Stafford Student Loan Program

This guide for student first-time borrowers presents the basic facts about subsidized Federal Direct Stafford/Ford Loans and Federal Direct Unsubsidized Stafford/Ford Loans. Components of the guide include: (1) a section providing such information as amounts that can be borrowed, interest rates, loan fees, the various repayment plans, and loan consolidation; (2) a section which explains eligibility for deferments; (3) a section which explains eligibility for forbearance, consequences of failing to repay the loan, and requirements while in school; and (4) a section on budgeting, including a budget planning worksheet, a quiz that reviews the guide's critical information, a loan history worksheet, a list of important things the borrower should know, a summary checklist of student rights and responsibilities, and definitions of common loan terms. (DB)

ED 424 834 HE 031 688

Adams, Shauna; Bowman, Connie; Joseph, Laurice; Kinnucan-Welsch, Katie; Seery, Mary Ellen
Writer's Support Group: An Avenue to Seeking Promotion and Tenure.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Education Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Discussion Groups; *Faculty Development; Faculty Promotion; Group Dynamics; Higher Education; Individual Development; *Social Support Groups; Tenure; *Workshops; *Writing for Publication; Writing Improvement

This paper presents the individual narratives of five participants in a writer's support group in the Department of Teacher Education at the University of Dayton (Ohio).

education and adult continuing education applications, is discussed in the fourth section. The fifth section deals with preservice and inservice teacher education, followed by a section that considers implications, including the pace of change, suggestions for educators, and using distance education effectively. The final section discusses the potential of distance education to revolutionize tomorrow's schools. Contact information for relevant journals and organizations is included. (Contains 75 references.) (DLS)

ED 424 853 IR 019 121

Westbrook, Kathleen C., Ed.
Technology and the Educational Workplace: Understanding Fiscal Impacts. Eighteenth Annual Yearbook of the American Education Finance Association.
PUB DATE- 98
NOTE- 218p.; For the previous Yearbook, see ED 403 790.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Cooperative Programs; Developing Nations; Distance Education; Educational Change; *Educational Development; *Educational Finance; Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Global Approach; Government Role; Higher Education; Information Networks; Information Technology; *International Cooperation; International Programs; Policy Formation; Teacher Education; Telecommunications; Yearbooks
IDENTIFIERS- Technology Integration; *Technology Utilization
This yearbook focuses on technology, its power to improve education from within and without its boundaries, and its fiscal impacts. Eleven chapters are organized in three major sections that address: policy changes facing the global village (chapters 1-3); national and state issues (chapters 4-6); and curriculum, training, and local development (chapters 7-11). The chapters are as follows: (1) "The GINIE Project: Responsible Neighbors, Many Generations" (Maureen W. McClure); (2) "State Financing of International Higher Education Partnerships for Trade and Development" (Emily Vargas-Baron); (3) "Education, Technology, and the Social/Economic Order" (Srebren Dizdar & Cecilia Wandiga); (4) "Common "Mythstakes" in Technology Planning" (Karen Fullerton); (5) "The Coming Crisis in Student Access to Educational Technology: Revisioning the State and Federal Roles in Funding" (Faith E. Crampton); (6) "Teachers and Parents without School Buildings: How Teacher Unions Can Use Technology Creatively" (F. Howard Nelson); (7) "At a Distance: Using Technology in Distributed Learning in Higher Education" (Barbara Y. LaCost, Alan T. Seagren, & Sheldon L. Stick); (8) "Technology and Change in School Administrator Preparation" (Hank Bromley & Stephen L. Jacobson); (9) "Preparing Teachers To Teach with Technology: The Costs and Benefits of Developing an Electronic Community of Learners" (Michael L. Waugh & Marianne Handler); (10) "Images of the Future: Crystal Ball Gazing and Technology Policy Making" (James F. Angevine); and (11) "Bits 'n' Bytes: Epilogue and Prologue" (Kathleen C. Westerbrook). Background on the contributors, a list of the 1997-98 American Education Finance Association Board of Directors, and an index are included. Most chapters contain references. (DLS)

ED 424 854 IR 057 219

and drink included: preservation of library materials; maintenance of a healthy environment; and protection of the facility, furniture, and equipment; and pest control. A copy of the survey with tabulation of responses is provided. Representative documents include: (1) general policies and regulations from 12 universities; (2) planning documents from the University of Oregon; (3) policies and guidelines for staff from six universities; and (4) signs from two universities. Contains a list of selected resources. SPEC Flyer 237 summarizes survey results. (DLS)

ED 424 872 IR 057 240

Watson-Boone, Rebecca
Constancy and Change in the Worklife of Research University Librarians. ACRL Publications in Librarianship No. 51.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Cataloging; Change; Futures (of Society); Higher Education; Interviews; Job Satisfaction; Librarian Attitudes; *Librarians; Library Collection Development; Library Instruction; Library Research; Library Role; Library Services; *Occupational Information; Reference Services; *Research Libraries; *Research Universities; *Work Environment
IDENTIFIERS- *Postindustrial Society; Postindustrialism; Postmodernism

Based on interviews with 29 librarians at a midwestern research university, this publication serves as a benchmark for what it is like to work as an academic librarian in a U.S. research university in the mid-1990's and considers changes occurring within the wider field of librarianship. Chapter 1 begins with a broad overview of the concept and meaning of work itself and concludes with a discussion of work life and ways to understand how workers give meaning to what they do. The academic librarian's perception of work and personal work identity is discussed in chapter 2; the clusters of work that dominate academic librarians' work lives and perceptions are collection, catalog, reference, and learning-teaching-training work. The next chapter examines the relationship between the university and the library, and chapter 4 deals with librarians' expressions of self, values, and preferences. The concept of the postindustrial workforce and society, in terms of the nature of work, work centrality, and change is addressed in chapter 5; a chart contrasting work in industrial and postindustrial society is included. The appendix contains profiles of the librarians interviewed for this study, profiles of academic librarians in general, and a description of the research methodology. (Contains 274 references.) (DLS)

ED 424 873 IR 057 241

Rathemacher, Andree; Grubman, Sheila Black; Lahiri, Amar; Gilton, Donna; Sharif, Mohammed
Report of the Ad Hoc Committee on Religious and Cultural Celebrations in the Library.
PUB DATE- 96
NOTE- 30p.; Contains some light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

materials. Appendices provide definitions of terms, sample articulation agreements and tech prep plans, a printout of the district's articulation database, sample forms, and contact lists. (AS)

ED 424 893 JC 980 472

McKinney, Kristen J.
Promoting Good Health for Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Educational Finance; *Health Education; *Health Facilities; *Health Services; Medical Services; Outreach Programs; *Prevention; School Community Relationship; *Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest discusses a variety of methods that community colleges have employed to integrate health care into the curriculum and campus services. Providing health care in community colleges is particularly challenging due to the lack of institutional resources, as compared with four-year colleges and universities where the residential living situation necessitates on-campus health care facilities. Since community colleges have so few resources, they are often unable to support any kind of clinical structure. The few existing facilities are rarely comprehensive and unlikely to maintain full-time staffs. In addition, community colleges have the largest populations of low-income and minority students, who are generally more at risk for health problems due to their economic and social circumstances. Competent prevention strategies, such as promoting health in curricular content, peer education, and service learning opportunities, should be pursued by community colleges. Partnering with local organizations and hospitals might also be an effective means of providing health care on campus. Finally, making students aware of what is available in the community, or bringing those services to them, may be the most responsible way a community college can offer health services to its students. (Contains 11 references.) (EMH)

ED 424 894 JC 990 002

Admission of Students under the Age of Eighteen (ARS 15-1821), Fiscal Year 1997-1998. Report.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Colleges; *Course Descriptions; Credit Courses; *Enrollment; State Surveys; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Arizona

Focusing on students under the age of 18 who have not yet attained a high school diploma or certificate of equivalency, respiration, electrical shock, fractures, drinking caustic substances, and insect stings and bites. The results suggest that first aid training is necessary for all educators. (KB)

ED 424 913 PS 026 992

Hobson, William D.
Improving Child Health Services: Lessons Learned from Nine Community Efforts.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; *Community Health Services; *Financial Support; Health Care Costs; *Health Services; Program Descriptions; Program Evaluation; Program Improvement; State Federal Aid

One of the major reasons many children do not receive efficient, effective health care is that much of public spending for child health services has been funneled through categorical funding programs. The Child Health Initiative provided an opportunity to learn how different communities would approach improving child health services through "decategorization" of child health funds. This report describes the lessons learned from nine community programs and provides a profile of each program. The introduction discusses the structure of publicly supported health programs, the increasing numbers of children with multiple health care needs, and the Child Health Initiative. Section 2 summarizes lessons learned from implementation within an environment of cost-containment measures: (1) fragmentation of child health services is a real barrier to effective health care; (2) fragmentation of child health services can be reduced; (3) significant child health financing reforms are difficult to achieve and are best pursued in conjunction with service delivery innovations; (4) it takes time to demonstrate improvements in child health services; (5) the use of expert, specialized technical assistance can facilitate real innovations in established child health program; (6) a relatively small investment can result in a significant community initiative to improve child health; and (7) communities will eagerly embrace an effective family-centered care coordination program for children. Section 3 profiles the nine community programs, describing the services provided, the population served, and financing information. The report concludes with contact information for the projects and members of the advisory committee and program staff. (KB)

ED 424 914 PS 026 993

Bales, Susan Nall; Lakoff, George; Grady, Joseph; Brandon, Richard N.
Effective Language for Discussing Early Childhood Education and Policy. Strategic Communication Working Papers.
SPONS. AGENCY- Benton Foundation, Washington, DC.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Early Childhood Education; Focus Groups; *Language Usage; Mass Media Role; *Public Opinion;

Literature Reviews; Parent Attitudes; Parent Participation; *Parent School Relationship; *Parents; Partnerships in Education; Principals; Superintendents; Teacher Attitudes; Teachers

Parents as School Partners is a volunteer research initiative of the National Council of Jewish Women and its research institute, called the Center for the Child. This initiative focuses on parent involvement to promote children's school success. This document contains a project overview and six accompanying reports providing a detailed presentation of the project's activities: (1) surveys of 193 school district superintendents regarding the existence of parent involvement policies and the types of programs being enacted to implement these policies; (2) 33 focus groups with parents, teachers, and principals about what parent involvement means to them and what they need to make it work; (3) a compilation of replicable school-based programs for enhancing parent involvement; (4) a literature review of over 200 articles on the impact of parent involvement on children's school success. The findings provided a broad description of current issues in the field of parent involvement and revealed that although there was widespread consensus among parents and educators that parent involvement is critical to children's school success, parents and schools do not share a vision of how to educate children. Both parents and teachers identified a need for open dialogue between homes and schools, especially for interactions that are positive and not problem-focused. Professional and inservice training for teachers on working with families is not widely available. The findings reported that most model parent involvement programs require parents to conform to school practice rather than training educators to accommodate to the culture of parents, or to incorporate parents' views. The six accompanying reports include, "Program Compilation: Replicable Programs to Enhance Parent Involvement"; "Literature Review: A Critical Review of the Research Evidence"; "Parent Focus Groups: Voices from the Field"; "Teacher Focus Groups: Voices from the Field"; "School Principal Focus Groups: Voices from the Field"; and "School District Superintendents Survey: Parent Involvement Policies, Programs, & Practices." (Author/KB)

ED 424 934 PS 027 047

Halliday, Joseph; Harris, Vernon
Consolidating Social Achievements & Meeting the Challenges of the 21st Century Child Survival, Development & Protection in St. Kitts and Nevis. 1991-96 Situation Analysis of Children and Their Families.
PUB DATE- 97
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Child Welfare; Children; *Demography; Elementary Secondary Education; *Family (Sociological Unit); Females; *Foreign Countries; Mothers; Socioeconomic Status; *Well Being
IDENTIFIERS- Caribbean; *Saint Kitts and Nevis; UNICEF

This report details an assessment of the state of children and their families in St. Kitts and Nevis in the Caribbean. The assessment was conducted by a team from St. Kitts in consultation with government officials and non-governmental organizations in St. Kitts and Nevis. Following an executive summary, the report's chapters are: (1) "Children and Their

Child Care Homes I-II regulations, and includes: (1) definitions; (2) provider requirements; (3) background checks; (4) child care provider training; (5) licensing capacity and child/staff ratio; (6) facility; (7) fire safety; (8) child health; (9) food preparation and serving; (10) daily activities; (11) infant care; (12) transportation; and (13) overnight care. The third section of the guide lists additional regulations for Family Child Care Home II as well as administrative and staffing issues. (SD)

ED 424 953 PS 027 082

Family Child Care Home Standards.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; *Child Advocacy; Child Caregivers; Child Health; *Child Welfare; Childhood Needs; Children; *Compliance (Legal); Educational Legislation; *Family Day Care; Laws; Legal Responsibility; Preschool Education; School Law; *State Legislation; State Standards
IDENTIFIERS- Day Care Licensing; *Day Care Regulations; Home Based Programs; Licensed Programs; *Nebraska; Regulatory Programs

This guide enumerates regulations for anyone caring for four or more children at any one time in their home, from families other than their own, in the state of Nebraska. The purpose of the regulations is to protect and promote the health and safety of children in home based child care. The first section of the guide lists specific regulations for Family Child Care Home I (provider's residence, 4-8 children) and II (provider's residence or other site, up to 12 children) including: (1) definitions; (2) provider requirements; (3) background checks; (4) provider training; (5) license capacity and child/staff ratio; (6) facility; (7) fire safety; (8) child health; (9) food preparation and serving; (10) daily activities; (11) infant care; (12) transportation; and (13) overnight care. The second section specifically addresses additional regulations for Family Child Care Home II, including: (1) administration and staffing; (2) public access to licensing files; (3) information released to governmental entities; (4) information not released; (5) child care/preschool provider access to licensing files; (6) restricted information; (7) death of a child; (8) notification of parents when an emergency closing order is issued; (9) lifting of an emergency closing order; (10) registration; (11) ages of infant; (12) license fee; (13) types of licenses; (14) alternative compliance; (15) multiple licenses; (16) voluntary closures/expirations/reapplication; and (17) licensing issues. The final section of the guide provides the legal basis of child care licensing as presented in Nebraska statutes. (SD)

ED 424 954 PS 027 083

Scofield, Richard T., Ed.
School-Age NOTES, 1998.
PUB DATE- 98
NOTE- 98p.; For volume 17, see ED 423 952.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asthma; *Child Health; Childhood Needs; Children; Chronic Illness; Economically Disadvantaged; Environmental Influences; Homeless People; Housing; *Housing Deficiencies; Housing Needs; Lead Poisoning; Nutrition; Poverty; Safety; Special Health Problems
IDENTIFIERS- Child Safety; Respiratory Diseases

Through an Internet campaign, the Doc4Kids Project gathered stories from pediatric caregivers about children whose health has been compromised by poor housing and whose health has been improved by housing assistance. The medical literature was also reviewed to estimate the total impact of inadequate housing on child health in the United States. The goal of this compilation was to redefine America's housing crisis as a catastrophe for child health. The report contains these sections: (1) "Background. U.S. Housing Crisis: The Facts"; (2) "The Consequences of Inadequate Housing" (asthma and respiratory disease, injuries, lead poisoning, homelessness, malnutrition); (3) "Double Trouble: Chronic Disease and Inadequate Housing"; (4) "Statistics: The Impact of Inadequate Housing on Child Health"; and (5) "Recommendations for Action." General recommendations include changes to housing voucher programs and collaboration between health care institutions and housing authorities. Recommendations are also provided in the areas of asthma, lead poisoning, injuries and violence, malnutrition, and homelessness. Includes notes and an appendix containing stories submitted to the Doc4Kids Project. (EV)

ED 424 972 PS 027 106

Parent Involvement in School-Related Activities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Educational Attainment; Elementary Secondary Education; Ethnicity; *Family Characteristics; Family Environment; Family School Relationship; Parent Background; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Racial Factors; School Activities; Tables (Data)
IDENTIFIERS- National Center for Education Statistics; National Household Education Survey

Noting that some schools have adopted practices or policies that encourage parents to become more involved in their children's school activities and events, this statistical report (based on the National Household Education Survey) details the level and character of parental involvement in school activities. Findings highlighted are: (1) parents of more than 80 percent of students reported attending a general meeting or a scheduled meeting with their child's teachers; (2) parents of black and Hispanic students were more likely than parents of white students to help their children with homework three or more times a week; (3) parents' participation in school activities such as meetings or events was associated with students' educational achievement; and (4) parents in households with two biological or adoptive parents were more likely than those in single parent homes to attend school meetings or events. The report includes tables of data indicating the percentage of students who parents reported participating in school activities and helping with homework, by selected

IDENTIFIERS- *Families Technology and Education Conference; Technology Integration

The Families, Technology, and Education Conference was held in late 1997, when computer technology and the Internet were raising concerns as well as presenting new opportunities for parents. The conference papers in this collection are organized into six sections. Papers in the General Sessions section are: (1) "Reading the President's Technology Literacy Challenge: What's Next?" (Roberts); (2) "Equity and Young Children as Learners" (Bowman); (3) "Families, Education, and the Technological Age" (Somerville); and (4) "People Make Dreams Come True, and Technology Expands the Possibilities: An Educational Journal across the United States" (Blondin family). Some of the papers in the Applications section include: (1) "'Learn & Live': A Documentary Film from The George Lucas Education Foundation" (Patty Burness); (2) "Making the MOST of Out-of-School Time: Technology's Role in Collaboration" (Coltin and McGuire); (3) "Child Care Consumer Education on the Internet" (Goldstein); and (4) "Military Teens on the Move: An Internet Resource for Military Youth Facing Relocation" (Wright and others). Some of the papers in the Equity section include: (1) "Dual-Use Technology: A Total Community Resource" (Degnan and Jacobs); (2) "Families, Equity, and Technology: 'The 81 Percent Solution' Revisited" (Komoski); (3) "NeighborhoodLink: A Community Network for Cleveland's Inner City" (M.E. Simon); and (4) "Buying into the Computer Age: A Look at Hispanic Families" (Wilhelm). Some of the papers in the Exceptionality section include: (1) "College Planning for Gifted Students" (Berger); and (2) "Comprehensive Monitoring of a Student's Activities" (Rubovits and Mulberry). Papers in the Internet section include: (1) "Early Adolescent Social Networks and Computer Use" (Orleans & Laney); (2) "Using Internet Resources to Strengthen Community Programs and Collaborations for Children, Youth, and Families at Risk" (Swanson and others); and (3) "Moral Development in the Information Age" (Willard). Some of the papers in the Links section include: (1) "Applications of Technology to Linking Schools, Families, and Students" (Bauch); (2) "The Family-School Connection and Technology" (Blanchard); (3) "Using Technology To Link Families and Schools to Research-Based Information" (Osher and Snow); and (5) "Using Technology to Develop Programs of School, Family, and Community Partnerships" (B.S. Simon and others). (LPP)

ED 424 990 PS 027 176

Rothenberg, Dianne
Introduction to the Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997).
PUB DATE- 98
NOTE- 3p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Brain; Child Rearing; Computers; *Education; *Family (Sociological Unit); Information Sources; *Internet; Parent Role; Safety; *Technology
IDENTIFIERS- Families Technology and Education Conference

The Families, Technology, and Education Conference was held in late 1997, when computer technology and the Internet were focus group dialogues provided support for the following key findings. First, most respondents (over 90%) believed strongly that Hispanics need computers to keep up with progress. Not only were computers considered to be important, they were ranked behind "taking a vacation" as a priority in their household. Second, notwithstanding common wisdom, which suggests that Hispanic parents want a home computer principally for their children, focus groups revealed that heads of household most likely to purchase a PC in the next year would buy it for their own personal use as well as for their children. Third, while respondents found many advantages to owning a computer, the drawbacks were formidable, including anxiety over pornography on the Internet (a concern for two-thirds of participants, mainly female interviewees) as well as the antisocial nature of using computers in a family setting. (LPP)

ED 425 010 PS 027 196

Berger, Sandra L.
College Planning for Gifted Students.
PUB DATE- 98
NOTE- 16p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; *College Applicants; *College Bound Students; *College Choice; *College Planning; *College Preparation; Decision Making; Eligibility; *Gifted; Higher Education; Information Seeking; Internet; Student Characteristics; World Wide Web

This paper asserts that for gifted students, college planning should be one step in a life development process that takes place between 7th and 12th grades. Characteristics of gifted students that affect their college planning include multipotentiality, sensitivity to competing expectations, uneven development, ownership of their abilities, dissonance, taking risks, and a sense of urgency. To help resolve the problems encountered by gifted students, the following areas might be considered: self-exploration, academic planning, effective work/study skills and time management, decision-making skills, intellectual and social/emotional enrichment, and learning about colleges. Learning about colleges involves seven steps: (1) gathering information, (2) planning and choosing, (3) making two visits, (4) applying, (5) interviewing and writing an essay, (6) applying for financial aid, and (7) making acceptance decisions. The application process can be looked on from two points of view--that of the gifted student and that of the admissions officer. Admissions officers look at the academic rigor of the student's high school program; standardized test scores, including Subject Test results; extracurricular activities; and community service. Some schools also require an interview and an essay. Persuading a college or university to choose them requires students to know how to present themselves so that an institution will recognize them as a good match. Part of that presentation is based on what they know about themselves; part involves what they learn about how colleges make selections. (A list of college-planning Internet resources is appended.) (LPP)

ED 425 028   RC 021 662

Hoffschwelle, Mary S.
Rebuilding the Rural Southern Community: Reformers, Schools, and Homes in Tennessee, 1900-1930.
PUB DATE- 98
NOTE- 245p.; Research supported by the Spencer Foundation and the Rockefeller Archive Center.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Black Education; Blacks; Consolidated Schools; Educational Change; *Educational Development; Educational History; Elementary Secondary Education; Home Economics; Progressive Education; *Rural Development; *Rural Education; Rural Extension; *Rural Schools; *Social Change; Social History; Whites; Womens Education
IDENTIFIERS- *Progressivism; *Tennessee; United States (South)

This book uses the rural reform movement in Tennessee from 1900 to 1930 as a window through which to view the Progressive campaign to reshape rural life in the South. Tennessee provides an especially valuable perspective on the nature and significance of Progressive reforms in the rural South because of the diversity of its geography and rural socioeconomic patterns, and because of the key regional reform institutions in the state. Because reformers regarded education as the key remedy for southern ills, including economic and racial difficulties, the book focuses on efforts to rebuild, sanitize, and prettify rural Tennessee schools, both for black and white students. School architecture and planning are discussed, as well as the movement to consolidate one-room schools. Home economics programs were designed as a bridge between home and school life, thus extending education reforms into the domestic realm. Extension educators promoted home improvement campaigns and expanded the consumer ethic among rural women. Chapters are: (1) "The Progressive Impulse and Southern Rural Education"; (2) "Consolidation and New School Buildings: Reforms for White Rural Schools"; (3) "'Building an Ideal': Model Schools for African Americans"; (4) "Building a Bridge between School and Home Life: Home Economics for Rural Schools"; (5) "Better Homes on Better Farms: Home Demonstration and Domestic Reform"; (6) "Domestic Consumption and Competition: A New Ethic for Rural Homes"; and (7) "Legacies of Rural Reform." Contains references in extensive notes, a selected bibliography, photographs, and an index. (SV)

ED 425 029   RC 021 667

Heinicke, Peter; Henrie, Carolyn; Gronewold, Jerry
Supporting First Year Teachers in a Rural Setting: A Staff Development Program for Mentor Teachers, Administrators and New Teachers.
PUB DATE- 98
NOTE- 38p.; Presented at the Annual Convention of the National Rural Education Association (90th, Buffalo, NY, October 1998). Colored paper may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers;

Vissing, Yvonne M.
Homeless Children: Addressing the Challenge in Rural Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Children; *Economically Disadvantaged; Elementary Secondary Education; *High Risk Students; *Homeless People; Housing Deficiencies; *Poverty; Rural Areas; *Rural Family; Rural Schools; Rural Urban Differences; School Policy; School Role
IDENTIFIERS- ERIC Digests; *Student Support Services

Despite stereotypes to the contrary, homelessness is as prevalent in rural as urban areas. This digest examines the implications of homelessness for rural children and youth and discusses possible actions by rural educators. An estimated half of the rural homeless are families with children. Compared to urban counterparts, rural homeless families are more likely to be female-headed households and to rely on family and friends rather than social agencies. In addition to lacking physical housing, homeless children are deprived of the emotional security that a home provides. Homeless children may be barred from school by residency requirements or missing records, and may struggle in school due to transience, emotional problems, poor nutrition, poverty-related health problems, domestic violence, or self-destructive behaviors. Homelessness is increasing in the United States as the income gap between rich and poor widens, child poverty increases, and housing costs rise. Schools can address the problems of homeless children by reconsidering attendance and other policies, providing in-school support for projects, and holding professional development workshops that help teachers identify and serve homeless children. Rural educators should compile information on local services and resources available to homeless families and may establish informal support mechanisms. Public policy involvement may be the best long-term strategy for educators. (Contains 10 references and 6 resource organizations.) (SV)

ED 425 047 RC 021 756

Sherwood, Topper
A Practical Look at Comprehensive School Reform for Rural Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; Criteria; *Educational Change; Educational Legislation; Educational Research; Elementary Secondary Education; Federal Legislation; Program Effectiveness; *Rural Education; Technical Assistance
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Elementary Secondary Education Act Title I; ERIC Digests

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Trends; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; *Teacher Attitudes
IDENTIFIERS- Colorado

Motivated by three separate policies (Goals 2000: Educate America Act of 1994, Colorado's Education Reform of 1993 House Bill 1313, and the Standards of the National Council of Teachers of Mathematics), Colorado school districts are grappling with implementation issues surrounding mathematics standards. Teachers in two school districts differing in socio-economic status, district size, and setting participated in this study of how standards-based reform impacted their curricular and instructional practices. Over 30 interviews and classroom observations, and numerous district and classroom documents produced the qualitative data for domain analyses. Results indicate that there is great variability among teachers' perceptions of standards-based reform, and that this variability is reflected in their classroom practices. Many teachers interpreted the reform as a requirement for surface level changes and followed through with classroom changes such as reorganizing and fine-tuning the curriculum. A few teachers understood standards-based reform to be more complex but usually their reform efforts were diminished by other pressing problems. Contains 22 references. (Author)

ED 425 068 SE 061 879

Shahroudi, Julie; Shaw, Geraldine
Attitudes towards the Human Genome Project.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Kentucky Psychological Association (November, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Faculty; *Genetics; Higher Education; *Science and Society; *Scientific Literacy; Sex Differences; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Human Genome Project; Kentucky

Attitudes concerning the Human Genome Project were reported by faculty (N=40) and students (N=66) from a liberal arts college. Positive attitudes toward the project involved privacy, insurance and health, economic purposes, reproductive purposes, genetic counseling, religion and overall opinions. Negative attitudes were expressed regarding discrimination and judicial purposes. Faculty ranked such factors as genetic disease within a family, reproductive purposes, interest in arts, interest in humanities, genetic-related counseling, and privacy for genetic information higher than the students did. Differences between male and female were shown with regard to number of children, genetic disease in the family, and the use of genetic knowledge for reproductive purposes. (Contains 19 references.) (Author/DDR)

ED 425 069 SE 061 881

Bright, George W.; Bowman, Anita H.; Vacc, Nancy N.
Teachers' Frameworks for Understanding Children's Mathematical Thinking.
PUB DATE- 98

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Elementary Secondary Education; Risk Management; *Safety; Safety Education; *School Safety; State Curriculum Guides; State Standards; *Visual Arts
IDENTIFIERS- *North Carolina

This booklet focuses on general safety conditions in the K-12 art classroom. The book is intended for use by art teachers, classroom teachers, and administrators to improve safety practices in the educational context. Local regulations and codes vary so safety professionals, environmental specialists, ventilation experts, and other specialists should be consulted for specific safety plans for the local classroom facilities. Sections of the book include: (1) "Visual Arts Safety"; (2) "Responsibility: Policies, Procedures, and the Law"; (3) "The Safe Use of Equipment and Facilities"; (4) "The Safe Use of Art Materials in the Classroom"; (5) "Safety Data Sheets"; and (6) "Resources." A glossary, a 19-item bibliography, and quick reference guide conclude the book. (EH)

ED 425 092 SO 029 362

Nisivoccia, Joseph D.
Character Education Should Be Part of the Public Education System.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Codes of Ethics; Elementary Secondary Education; *Ethical Instruction; Ethics; Integrity; *Moral Development; *Moral Values; Personality Development; *Public Schools; Social Values
IDENTIFIERS- *Character Education

This paper examines the research literature on character education and advocates its inclusion in the public school curriculum. Research indicates a connection between a lack of moral and ethical development and destructive behavior among children. Sections of the paper include: (1) Introduction; (2) "The American Moral Heritage"; (3) "Morality vs. Ethics"; (4) "Evidence To Support Character Education"; (5) "Theories of Character Education"; (6) Analysis; and (7) Conclusion. (EH)

ED 425 093 SO 029 364

Burke, Jane; Jensen, Debra; Marcukaitis, Michelle
Improving Student Visual Art Skills through the Use of Direct Instruction and Student Mentoring.
PUB DATE- 98
NOTE- 87p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Grade 3; Instructional Effectiveness; Instructional Improvement; *Mentors; Modeling (Psychology); Primary Education; Significant Others; Teaching Models; *Visual Arts
IDENTIFIERS- *Direct Instruction; Illinois

This paper describes a program for implementing a formal visual arts program into the elementary curriculum in an attempt to increase the academic performance of elementary students. Third-grade students in a self-contained classroom in a small, rural

PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; *Constitutional History; *Constitutional Law; High Schools; *Law Related Education; Social Studies; Teaching Guides; *United States Government (Course); United States History
IDENTIFIERS- *Bill of Rights; Supreme Court; *United States Constitution

Intended for use by high school U.S. history and government teachers and students, these scripted trials and related materials are designed to help students develop an understanding about important ideas in the U.S. Constitution. The document focuses on three fundamental issues of the Bill of Rights: search and seizure, freedom of expression, and the establishment clause. These issues help students to examine the civic principles that bind the nation together and to reconcile competing claims about those principles. The scripted trials can take from two to five periods of class time to complete. Each trial is followed by appendices needed to teach the case; key holdings from the actual case or cases upon which the trial was based; and recent and related Supreme Court decisions pertinent to the issues involved in the case. Following an Introduction the book is divided into six chapters. The chapters include: (1) "General Constitutional Principles"; (2) "Search and Seizure"; (3) Freedom of Expression"; (4) "The Establishment Clause"; (5) "Annotated Tables of Supreme Court Cases"; and (6) "Annotated Bibliography of ERIC Resources." The volume concludes with an appendix containing a glossary of terms. (JEH)

ED 425 115 SO 030 522

Vitz, Paul C.; Mack, Dana, Ed.; Gallagher, Maggie, Ed.
The Course of True Love: Marriage in High School Textbooks. A Report to the Nation from the Council on Families.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Analysis; Family Life; *Health; *Health Materials; High Schools; Interpersonal Relationship; *Marriage; Moral Values; Secondary Education; *Self Esteem; Sexuality; *Textbooks
IDENTIFIERS- Character Education

This report is a summary opinion of current high school health textbooks. The report states that although high school health textbooks generally treat marriage respectfully they are intellectually weak, often poorly informed, and marred by factual errors. The 11 topics discussed include: (1)"Why Textbooks Matter"; (2) "The Good News"; (3) "Abstinence: A Prescription, Not a Choice"; (4) "The Difficulties of Single Parenting"; (5) "The Bad News"; (6) "C- for Scholarship"; (7) "Unreported News from the Social Sciences"; (8) "Children, Help Your Parents"; (9) "The Religion of Self-Esteem"; (10) "Sleeping Cupid"; and (11) "Marriage, Mucus, Monounsaturated Fat." A list of the textbooks examined and recommendations for resulted in recommendations for Michigan teacher certification. Findings indicated that four factors contributed to the failure of all three candidates: (1) ineffective teaching methods, (2) detrimental personal characteristics, (3) lack of support from others, and (4) non-congruent expectancies between the cooperating teacher and the intern. For all three interns, there was an interplay of interventions that led to their success. These included support from others (e.g., university supervisors, family, friends, and practitioners); productive personal characteristics; and commitment to the profession. (Contains 18 references.) (SM)

ED 425 135 SP 038 211

Arthur, Julie; Bingham, Bob; Ireland, Peter; McQueen, Colleen; Swain, Nora
"You Didn't Tell Us What to Do." Teacher Perceptions of Action Research.
PUB DATE- 94
NOTE- 11p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (AARE) (Newcastle, Australia, November 27-December 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Catholic Schools; College School Cooperation; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Parent Teacher Cooperation; Teacher Attitudes; Teacher Collaboration; Teacher Improvement; Teachers
IDENTIFIERS- Australia

In 1994, Australian Catholic University personnel and 14 K-12 Catholic school teachers collaborated on an action research project to promote professional growth. The K-12 Professional Development Program involved classroom teachers in action research through which they could identify ways to create partnerships with parents. The action research approach encouraged collaborative reflection and provided opportunities for investigating a problem of professional practice. Researchers collected data from journals, journal interviews, and followup interviews with teachers. Data analysis indicated that after initial reservations and uncertainty with the action research process (due to a lack of clearly identified end goals), teachers found their involvement to be of great benefit, both professionally and personally. For some, this was in their understanding of parent-teacher relationships, and for others, it was in the skills they gained in communicating with parents. Most teachers identified the collaboration and support of action research team members and the outside consultants as pivotal to their continuing with their plans. However, the key issue remained the personal significance and control offered teachers in the selection of issues of interest to them. An appendix outlines the process of the K-12 Professional Development Program. (Contains 10 references.) (SM)

ED 425 136 SP 038 212

Buehlmann, Michelle M.
Appropriations for Fiscal Year 1999.
SPONS. AGENCY- Association of Independent Liberal Arts Colleges for Teacher Education.
PUB DATE- 98
NOTE- 14p.

Teacher Education and Forming Self as Teacher Educator" (Karen Guilfoyle, Mary Lynn Hamilton, Stefinee Pinnegar, and Margaret Placier); (10) "Conflicting and Competing Agendas: A School-University Partnership for Teacher Education" (Clare Kosnik); (11) "Professional Lives; Institutional Contexts: Coherence and Contradictions" (Rosebud Elijah); (12) "Making the Path by Walking It" (Francisco A. Rios, Janet E. McDaniel, and Laura P. Stowell); (13) "Reforming Teacher Education: Making Sense of Our Past to Inform Our Future" (Peter Chin and Tom Russell); (14) "Intention or Happenstance: The New Professor as a Change Agent" (Beverley Bailey); (15) "The Beginning Professor and Goodlad's Simultaneous Renewal: Vignettes from Wyoming's School-University Partnership" (Audrey M. Kleinsasser, Mary Alice Bruce, William G. Berube, Linda Hutchison, and Judith Z. Ellsworth); (16) "The Importance of Being Marginal: A Chapter with a Post-Script" (Jill Kedersha McClay); (17) "Professional Lives in Context: Becoming Teacher Educators" (Susan Finley); and (18) "Reform and 'Being True to Oneself': Pedagogy, Professional Practice, and the Promotional Process" (Ardra L. Cole and J. Gary Knowles). Part 4, "Deans of Education and Teacher Education Reform," includes chapters 19-21: (19) "Beginning Professors and College Reform" (Richard Wisniewski); (20) "Where Should We Educate Teachers? Thoughts Generated from the Concerns of Beginning Teacher Educators" (Gary R. Galluzzo); (21) "Leading by Example: Reflections on Seven Years as Dean" (R. Terrance Boak); (22) "An Occupation Like All Others" (Roger Soder); (23) "New Dean to New Faculty: Accepting the Challenge" (Carol A. Bartell); and (24) "Authority of Heart and Teacher Education Reform" (Rena Upitis). (SM)

ED 425 154   SP 038 232

Chiang, Linda H.
Enhancing Metacognitive Skills through Learning Contracts.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Communication Skills; Feedback; Higher Education; *Learning Processes; *Metacognition; Motivation Techniques; *Performance Contracts; *Self Motivation; Student Motivation

This 6-year study examined how metacognitive strategies could enhance learning achievement and whether the use of individual learning contracts could enhance an individual's ability to become a conscientious learner. The criteria included whether students would learn by planning, controlling, monitoring learning processes, and using study skills. The process of using metacognitive strategies included setting goals for individual learning programs, developing individual learning contracts, monitoring learning processes, writing reflective journals, conducting individual conferences with the instructor, and being involved in summative evaluations. Participants were 222 college students. At the beginning of the semester, the instructor explained the purpose of the Individual Learning Plan (ILP), connected students to resources, and set the time frame for planning. The instructor reviewed students' ILPs for learning objectives and strategies, self-monitoring processes, evaluation processes, expected grade, and feasibility. At the end of the semester, a summative to users of the GED examinations. The feature article for the January/February issue is "Next Generation of GED Tests: Blue Prints Leave the Drawing Board" by Katherine S. Woodward. This article is a discussion of plans for the new GED tests that are now ready to enter the research and evaluation stage. Other articles discuss economic gain and equivalency examinations, the use of educational technology in adult education, algebra instruction, writing instruction, and ensuring the currency of the GED. The March/April issue features "Admissions and Scholarships for GED Graduates: Guidelines for Interpreting Scores," an update of a GED fact sheet, as well as articles on the value of GED testing for the community, making accommodations for specific learning disabilities, and finding financial aid for college. The May/June issue features "Honeywell Honors 15 Toronto Employees with GED Graduation Ceremony" by John Allston. Honeywell was one of the first companies in Toronto (Canada) to bring GED tests to its employees. Other articles in this issue discuss the overestimation of college costs by many parents and a training program on learning disabilities for GED examiners. The feature article for the September/October issue is "Higher Minimum Score Standard for GED Diploma Affects Passing Rate." Other articles discuss a GED graduate's story; new Section 10 Appendix G of the 1997 "GED Examiner's Manual"; and 2001-series GED tests, where the practice of permitting each jurisdiction to set its own policy concerning combining of scores across "generations" of the test will end. The feature article of the November/December issue, "GED's Highest Honor Goes to Program Leader," discusses the recipient of the 1998 Cornelius P. Turner award. Other articles in this issue discuss the Internet delivery of GED Preparation 1; a campaign to debunk college expense myths, and misconceptions; and how GED examiners can ensure that the Annual Statistical Report (ASR) is accurate and published on time. (SLD)

ED 425 170 TM 029 211

Hill, Carolyn Stevens
The Effect of Transient Students' Scores on the Norm of One High School's Standardized Basic Skills Test Battery.
PUB DATE- 98
NOTE- 89p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; Achievement Tests; *High School Students; High Schools; Magnet Schools; Scores; *Standardized Tests; Tables (Data); *Test Results; *Transfer Students; *Transient Children
IDENTIFIERS- *Scholastic Assessment Tests; *T Test

The effect of the standardized test scores of transient students on the mean of the 9th, 10th, and 11th grade standardized test scores of a school was studied. The groups used in the study were grades 9, 10, and 11 at a new high school in Clarksburg (West Virginia). The study was conducted in the spring of 1998. Groups consisted of 204 9th graders, 219 10th graders, and 217 11th graders. The Basic Skills battery scores of the Scholastic Assessments Tests administered in April 1998 were used as raw data to determine if there was any significant difference in the achievement of the two groups, transfer and nontransfer, by performing t-tests. Two different comparisons were used to analyze the data for each class. First, the entire class mean was compared to the mean of the nontransfer students. Using analysis data derived from a t-test, no significant difference assessment by the New Zealand Council for Educational Research. The primary purpose in developing an effective schoolwide assessment program must be to improve students' learning. A secondary purpose is to help monitor the school's effectiveness. To achieve these purposes, it is necessary to have the valid and reliable information about the ongoing performance of students that a good schoolwide assessment program provides. The following chapters are included: (1) "The Basic Questions"; (2) "Why a School-Wide Assessment Programme?"; (3) "Understanding the Big Picture"; (4) "National Monitoring and Assessment"; (5) "Meeting National Assessment Requirements"; (6) "Planning for School-Wide Assessment"; (7) "The Place of Professional Judgment"; (8) "Achievement Objectives and Assessment"; (9) "Recording and Reporting on Achievement"; (10) "Managing Change in the School"; and (11) "Conclusion." (Contains 3 figures and 39 references.) (SLD)

ED 425 188 TM 029 252

Setting Higher Sights: A Need for More Demanding Assessments for U.S. Eighth Graders.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; *Educational Assessment; Foreign Countries; *Grade 8; International Education; Junior High Schools; *Mathematics Achievement; *National Competency Tests; Standards; State Programs; *Test Use; Testing Programs
IDENTIFIERS- Third International Mathematics and Science Study

An examination of the content and level of mastery required of students taking statewide mathematics achievement tests was conducted to provide clues about the kind and level of mathematics valued in the United States. Proposals for voluntary national tests also contributed to the rationale for the study. In particular, this study: (1) examined eighth grade mathematics testing by the states to see if, in fact, a de facto national test already existed as a result of widespread use of a limited number of commercial tests; (2) analyzed the content and rigor of three U.S. commercial and two state eighth grade mathematics tests; and (3) compared the content and rigor of U.S. tests to those used by Japan and France, two countries in which students outperformed American eighth graders on the Third International Mathematics and Science Study. Findings indicate: the United States does appear to have a de facto national test in mathematics that is visible in current mathematics test content; tests taken by large percentages of students across the country that are either the same or similar assess low-level content and difficulty at the eighth grade level; and because existing tests determine what gets taught and what materials get published, they cannot move the United States to the goal of being first in the world. (Contains 1 chart, 2 tables, and 15 references.) (SLD)

ED 425 189 TM 029 253

Zopp, William B.
A Study of Comparing Testing Styles and Retention of Material.
PUB DATE- 98
NOTE- 37p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Educational Attainment; Educational Finance; *Elementary Schools; *Elementary Secondary Education; Enrollment; *Higher Education; Income; *Population Trends; *School Statistics; *Secondary Schools; Tables (Data); Teacher Salaries; Vocational Education
IDENTIFIERS- *State Characteristics

Information on elementary and secondary schools and institutions of higher learning aggregated at a state level is presented. The report contains a wide array of statistical data ranging from enrollments and enrollment ratios to teacher salaries and institutional finances. The state-level statistics most frequently requested from the National Center for Education Statistics are included. The analytical tables draw on information available in the "Digest of Education Statistics, 1997" and other material. The first section of the report provides tables of data on the context of education in the states. These tables include information such as educational attainment, population statistics, income and poverty rates, and limited English proficiency. The second section of tables contains information on elementary and secondary education, with data on enrollment, the numbers of teachers and staff, the number of schools, and revenues and expenditures. Similar information is provided in the third section for postsecondary education including vocational and technical education. A guide to data sources is included. (Contains 21 figures and 92 tables.) (SLD)

ED 425 206 TM 029 395

Common Core of Data (CCD): School Years 1991-92 through 1995-96. CD-ROM .
PUB DATE- 98
NOTE- 0p.; Includes Installation Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- succeeded in changing the organi
DESCRIPTORS- Databases; *Demography; Educational Finance; Educational Trends; *Elementary Schools; *Elementary Secondary Education; Optical Data Disks; *Public Schools; *School Districts; *Secondary Schools
IDENTIFIERS- *Common Core of Data Program; Data Files; Machine Readable Data

The Common Core of Data (CCD) is the primary database of the National Center for Education Statistics on elementary and secondary public education in the United States. The CCD is a comprehensive, annual, national statistical database of all elementary and secondary schools and school districts that contains data that are comparable across the states. All 50 states, the District of Columbia, and outlying territories under U.S. jurisdiction are included in the collection. This CD-ROM contains 5 years of CCD data, beginning with school year 1991-92 through 1995-96. The disc contains school data for the last 4 years and agency and state data for the last 5 years. The disc contains approximately 340,000 school records, 83,000 agency records, and 330 state records. Agency-level financial data for fiscal years 1992 though 1995 have been merged with the appropriate agency nonfiscal records, and state nonfiscal and fiscal records have been merged. Fiscal year 1996 data are available at the state level only. Some of the agency fiscal and demographic data were obtained from the 1990 Census and the F-33 survey conducted by the U.S. Bureau of the Census. The disc also includes the "Financial Accounting Resource Handbook" presenters, and comments on the papers they were to deliver. The initial presentations were to be part of a symposium on the 20th anniversary of the National Women's Education Centre titled "Seeking the Clear Image of Women's Centres in the Twenty-first Century." Also planned were group discussions on gender and education/learning, women's studies, and women's information and empowerment. The papers planned for these sessions were: (1) "Gender and Education in Korea" (Kum-Ja Chung); (2) "A Global Overview of UNIFEM" (United Nations Development Fund for Women) (Chandoni Joshi); (3) "Gender and Education/Learning Programmes" (Mioko Fujieda); (4) "Eliminating Gender Role Reproduction in School Education, and Life-long Learning for Empowerment" (Yasuko Muramatsu); (5) "Women's Studies in a Changing Context, from Development towards International Co-operation " (Geertje Lycklama); (6) "Women's Studies--A Crucial Key to Feminist Purpose" (Devaki Jain); (7) "Women's Studies Research in Japan: Results and Issues" (Hiroko Hara); (8) "Issues for Women's Studies Education as We Move towards the Twenty-first Century" (Junko Kuninobu); (9) "The Empowerment of Women in the New Information Age" (Anne S. Walker); (10) "Information, Women's Information Networks and Women's Empowerment" (Ximena Charnes); (11) "Women's Information and Empowerment" (Fusako Fujiwara); and (12) "Women and Information" (Miiko Kodama). A 125-item bibliography of materials held by the Information Centre for Women's Education of the National Women's Education Centre (Japan) is included. (SLD)

ED 425 223   UD 032 634

Atkinson, Dick
Radical Urban Solutions: Urban Renaissance for City Schools and Communities.
PUB DATE- 94
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Involvement; Economic Factors; *Educational Change; Educational Theories; Elementary Secondary Education; Foreign Countries; Government Role; Inner City; *Neighborhood Schools; Private Sector; *School Restructuring; Social Problems; Tables (Data); Urban Education; *Urban Schools; Urban Youth
IDENTIFIERS- *England; Reform Efforts

This analysis considers the urban and educational crises in modern Britain, outlining and explaining the problems and suggesting interrelated solutions. Included is an indepth analysis of the social, economic, and educational revitalization of one inner-city community in Birmingham (England). The first six chapters of this book discuss "The Problem of Urban Decline: Charitable Urban Solutions." The first chapter provides an introduction to the problems of urban society and education in Britain. Chapter 2 details the depth and range of the social ills that face Britain's urban areas. Chapter 3 considers government responses to these problems and then turns to the bottom-up solutions people in communities have made themselves. In chapter 4, the focus is on one inner-city area of Birmingham and the development within it of Saint Paul's charity as a means to reconstruct social and educational institutions. Chapter 5 discusses ways in which inhabitants of this community are typical of other urban areas. Chapter 6 considers educational reforms the government has attempted to institute. Chapters 7, 8, 9, and 10, grouped as "The New Self-

Report from the Steering Committee for the Coalition for Cohesive Policy in Addressing Barriers to Development & Learning.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Educational Practices; Elementary Secondary Education; Individual Development; *Learning; Partnerships in Education; *Policy Formation; Strategic Planning; Teaching Methods; Technical Assistance; Urban Schools
IDENTIFIERS- *Coalitions

The 1997 national summit on barriers to student learning led to a proposal for the creation of a policy-oriented coalition of organizations with a stake in addressing barriers to development, learning, and teaching. The School Mental Health Project/Center for Mental Health in Schools at the University of California, Los Angeles, offered to play a catalytic role and provide technical support for this coalition. In early March 1998, a strategic planning meeting was held, attended by members of the coalition's new steering committee who were able to be there. A working draft of the report on this meeting was circulated for comment, and this report incorporates feedback received as of May 1, 1998. The coalition was formed specifically to work for greater policy cohesion. It plans to analyze existing initiatives from the perspective of how they address barriers to development and learning and how better results can be achieved through enhancing policy cohesion and filling in gaps in policy and practice. The initial meeting identified seven activities that could be pursued immediately. These centered around building a communications infrastructure and gathering data about existing policy initiatives. Other steps in creating the organizational and operational infrastructure were outlined. Appendixes contain: (1) a list of participating organizations; (2) a description of some tools to guide analyses of policy related to barriers to development and learning; (3) the "Principles To Link By" developed by over 50 organizations in January 1994; (4) some guidelines for thinking about principles in addressing barriers to development and learning; and (5) examples of initiatives that need to be mapped and analyzed. (SLD)

ED 425 241 UD 032 653

Understanding and Minimizing Staff Burnout. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; Elementary Secondary Education; Emotional Response; Job Satisfaction; Program Descriptions; Resource Materials; *School Psychologists; *Stress Variables; Teacher

(Contains two figures.) (SLD)

ED 425 257 UD 032 673

Presmeg, Norma C.
A Semiotic Framework for Linking Cultural Practice and Classroom Mathematics.
PUB DATE- 97
8p.; For a discussion of the high school mathematics class, see UD 032 674. Paper presented at the Annual Meeting of the North American chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington/Normal, IL October 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *Cultural Awareness; Educational Theories; Ethnic Groups; Experience; Graduate Study; *High School Students; High Schools; Higher Education; Hispanic Americans; *Mathematics Instruction; Models; Multicultural Education; *Semiotics; Teaching Methods; Whites
IDENTIFIERS- African Americans; *Ethnomathematics

With the increasing recognition that connections are an important component in the pedagogy of school mathematics (National Council of Teachers of Mathematics, 1989), there is a need for a theoretical framework that addresses the ways in which the real experiences and cultural practices of students may be connected with mathematics classroom pedagogy. In this paper, the objective is to construct such a theoretical framework, drawing on literature from semiotics and ethnomathematics. Examples and evidence that suggest the efficacy of this framework in connecting school mathematics and mathematical ideas constructed from cultural practice are drawn from the literature and from data collected in a research project in a multicultural high school mathematics class. Seven high school students from African American, Caucasian, Asian American, and Hispanic American cultural backgrounds described their lives and cultural heritages as bases for the development of culturally responsive mathematics curricula. (Contains 1 figure and 12 references.) (SLD)

ED 425 258 UD 032 674

Presmeg, Norma C.
A Semiotic Analysis of Students' Own Cultural Mathematics.
PUB DATE- 98
NOTE- 18p.; For a related paper, see UD 032 673. Paper presented at the Annual Meeting of the International Group for the Psychology of Mathematics Education (PME) (22nd, Stellenbosch, South Africa, July 12-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *Cultural Awareness; Educational Theories; Ethnic Groups; Experience; Graduate Study; *High School Students; High Schools; Higher Education; Hispanic Americans; *Mathematics Instruction; Models; Multicultural Education; *Semiotics; *Teaching Methods; Whites
IDENTIFIERS- African Americans; *Ethnomathematics

An ongoing research project that investigates how mathematics was found between the two means. Secondly, the mean of nontransfer students was compared to the mean of transfer students. Using a t-test for analysis, no significant difference was found between the two means. At the 0.05 level of significance, there was no significant difference in the groups. Results of this study seem to indicate that transient students did not have a significant effect on the school's scores, but this was possibly because only 50% of the school's transient students actually tested. The other 50% had moved to another school by test time. The transfer students' mean may also have been high since the school is new and serves as a magnet center attracting students desiring higher level classes not offered in all schools. The school had an open enrollment policy allowing students from surrounding counties admission. The school also hosted a number of foreign exchange students who tested. Three appendixes contain letters used in the study and test data for all students and transfer students. (Contains 6 tables and 64 references.) (Author/SLD)

ED 425 171 TM 029 212

Lunenburg, Fred C.; Irby, Beverly J.
GOALS 2000 and Integrated Technology--A National Status Report: Preliminary Results.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Educational Objectives; *Educational Technology; Elementary Secondary Education; *Integrated Activities; Mathematics Education; *Principals; Professional Development; Rural Schools; Science Education; Suburban Schools; *Technological Advancement; Urban Schools
IDENTIFIERS- *Goals 2000

This study used a cross-sectional survey design to determine the extent to which technology has been integrated in the schools with each of the eight National Education Goals as reported by elementary and secondary school principals from urban, suburban, and rural schools. The eight national goals are defined in the Goals 2000 legislation enacted by Congress in 1994. From a sample of 1,000 elementary school principals and 1,000 secondary school principals, 273 usable responses were returned, a return rate of 14%, from 126 elementary school principals and 147 secondary school principals from 158 rural or small schools, 83 suburban schools, and 32 urban schools. Results suggest a discrepancy between principals' perceived use of technology as it relates to each of the National Education Goals and what would be expected in schools today. Most principals have not defined the importance of technology for each of the goals. Most tended to perceive the inclusion of technology only with regard to Goals 4 and 5, which deal with the continued professional development of teachers and increasing students' competence in mathematics and science. As the year 2000 approaches, schools are not advanced in the use of technology, and have not related technology strongly to the National Education Goals. (Contains 2 tables and 64 references.) (SLD)

ED 425 172 TM 029 214

DESCRIPTORS- Academic Achievement; Biology; Comparative Analysis; *Essay Tests; *High School Students; High Schools; *Multiple Choice Tests; *Retention (Psychology); *Test Format; Test Use

The purpose of this study was to compare two different testing styles to see how they relate to retention of information. The study was conducted during the first semester of the 1996-97 school year at Greenbriar East High School in Lewisburg, West Virginia. The students in the study were in two Biology II classes, one with an enrollment of 26 students and the other with an enrollment of 24. The strategy for the study was: (1) to divide each class into equal numbers, giving half multiple choice tests for 4.5 weeks and the other half essay tests on the same material; and (2) at the end of 4.5 weeks, to switch the type of test each student was taking so that every student was involved in both testing styles. Both groups were taught at the same pace and were exposed to the same material. Students' grades for the previous 9 weeks were used as pretest scores. At the conclusion of the study, the grades of the two testing styles were compared by the use of a two sample t-test. At the 0.05 level of significance, there was a significant difference in the achievement levels of the two groups. Students taking essay tests seemed to do better than those taking multiple choice tests. (Contains 2 tables and 29 references.) (Author/SLD)

ED 425 190 TM 029 254

Fitzsimons, Patrick
What Difference Does the National Qualifications Framework Make for Young People? A Longitudinal Study Tracking Ninety-Eight Students. The First Report of the First Cohort to the New Zealand Qualifications Authority.
SPONS. AGENCY- New Zealand Qualifications Authority, Wellington.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cohort Analysis; Education Work Relationship; *Educational Assessment; Educational Change; *Employment Qualifications; Foreign Countries; *High School Students; High Schools; Longitudinal Studies; Performance Based Assessment; *Standards; Test Use
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

The New Zealand National Qualifications Framework (NQF) is a new qualifications, credit, and assessment system. This report explores the difference the NQF makes for young people. It is the first report of a longitudinal study that will follow two cohorts of students in seven North Island (New Zealand) high schools to see the impact the NQF has on them. This research suggests that the NQF is likely to be followed as if it were the old set of practices it was designed to replace. On the basis of responses from 49 interviews with sixth-form students, interviews with 10 teachers, and a study of documentation during 1996, research findings show the following: most students had heard of the NQF and standards-based assessment, but no student could describe the structure in any detail; about three-quarters of students could describe something about the unit standards, but none had seen an actual standards document; most students could not describe the functions of the credits in the new system, nor did they know how many they had earned nor how they related to their futures; only four students knew anything about the proposed new national in Portable Document File format. Installation instructions and information on searching the files and using the "Handbook" are included. TYPE OF SURVEY: Census; National Survey. POPULATION: Schools (340,000); Agencies; States. FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1991. YEAR OF LATEST DATA: 1996. (SLD)

ED 425 207 UD 032 616

White, Michael J.; Glick, Jennifer E.
Generation Status and Achievement in High School.
PUB DATE- 98
NOTE- 41p.; Revised version of a paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, August 21-25, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; Ethnic Groups; *High School Students; High Schools; *Immigrants; Multivariate Analysis; Prediction; *Residential Patterns; Socioeconomic Status; Standardized Tests; *Test Results
IDENTIFIERS- *Generation Effect; High School and Beyond (NCES)

Data from the 1980 and 1982 High School and Beyond Surveys are used to compare the achievement of immigrant and native students in high school. The study examines effects of generation and duration of residence in the United States on improvement in students' performance on standardized tests over a 2-year period beginning with the year the students were sophomores in high school. The results of the multivariate analyses suggest that even controlling for family background and ethnic group, recent immigrants have the lowest test scores (in 1980). However, when the trajectory of achievement is examined, as measured by increases in test scores between 1980 and 1982, generation status is no longer significant. Thus, the best predictors of achievement during the high school years are not those based on the nativity of the student, but rather those that reflect the social environment experienced in the United States, such as ethnicity, family socioeconomic status, and previous school performance. Recent immigrants, whether or not they are old for their grade, "catch up" with peers of similar age over the 2 years when other background characteristics are controlled. (Contains 5 tables, 4 figures, and 33 references.) (SLD)

ED 425 208 UD 032 617

Flood, Marianne, Comp.; Bourn, Douglas, Ed.
Changing the World: A Directory of Global Youth Work Resources.
SPONS. AGENCY- Overseas Development Administration, London (England).
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Resources; *Skill Development; Urban Youth; Youth Opportunities; *Youth Programs
IDENTIFIERS- *Development Education; *Global Awareness

This directory lists resources that can help young people explore, understand, and question the world around them. Most of the materials use active learning methods, which promote skills in discussion, cooperation, and small group work. Most governing Neighbourhood School," look at the potential of a new type of independent community-governed school that is being developed in British cities. Chapters 11-15 comprise the last section of the book, titled "Refocusing Local Government and Political Theory." Chapter 11 discusses the future of these reform efforts at school restructuring in a climate that is free of the attitudes of the Conservative right. Chapter 12 examines the idea of the urban village with its accompanying neighborhood school. Chapter 13 discusses the collectivist theories that compete with the theories that facilitate independent grass-roots development. Chapter 14 outlines the new academy that will be needed to make social thought congruent with the contemporary realities of education; and chapter 15 summarizes the educational changes proposed in this analysis. (Contains 12 figures and 12 tables.) (SLD)

ED 425 224 UD 032 635

Lawrence, Richard
School Crime and Juvenile Justice.
PUB DATE- 98
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- *Crime; Dropouts; Educational Research; Elementary Secondary Education; *Juvenile Justice; Parent Role; Program Descriptions; Program Effectiveness; School Role; *School Safety; Tables (Data); Urban Schools; *Violence; Youth Problems
IDENTIFIERS- *School Based Services

In the face of an unprecedented increase in school crime and violence, this book addresses school crime as a two-dimensional issue consisting of the problem of crime in schools and the role of schools in preventing delinquency and dealing with delinquent students. This book reviews the theories that attempt to explain the relationships among school crime, crime in the community, the role of parents and peers, and schools' organization and policies. Recent educational research, information on laws and school policies, prevention strategies, and alternative schools and special education programs for delinquent and at-risk students are discussed. The following chapters are included: (1) "Delinquency and the Schools"; (2) "School Crime and Violence"; (3) "Explaining Delinquency and School Crime"; (4) "Families, Peers, Schools, and Delinquency"; (5) "Absenteeism, Dropout, and Delinquency"; (6) "School Structure and Delinquency"; (7) "School Law and Students' Rights"; (8) "Juvenile Justice, Police, and the Court"; (9) "Juvenile Corrections"; and (10) "School-Based Programs for Delinquency Prevention." Providing schools that are free of crime, drugs, and weapons demands the consolidated efforts of the entire community. Many of the school-based delinquency prevention programs that have been implemented show promise in helping improve the attendance and school performance of young people and reducing their delinquent behavior. An appendix lists National School Safety Center resources. (Contains 13 tables, 1 figure, and 56 references.) (SLD)

ED 425 225 UD 032 637

Dryfoos, Joy G.
Safe Passage: Making It through Adolescence in a Risky Society.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

Attitudes; *Teacher Burnout

Staff who bring a mental health perspective to the schools can deal with problems of staff burnout. This packet is designed to help in beginning the process of minimizing burnout, a process that requires reducing environmental stressors, increasing personal capabilities, and enhancing job supports. The packet opens with brief discussions of "What Causes Burnout" and "Addressing the Burnout Problem: What the Stress Management Literature Tells Us," excerpts from three articles from an issue of "Human Relations" (v49 n2 1996). "A Quick Overview of Some Basic Resources" presents 21 selected references, a description of some resources available from the Education Resources Information Center (ERIC), resource aids on "Person-Coping Techniques" and "Bouncing Back from Burnout," and lists of agencies, organizations, advocacy groups, and Internet resources. This section also describes model programs as examples of burnout reduction approaches, and it lists experts from the consultation cadre of the Center for Mental Health in Schools. A sample ERIC digest, "Urban School Restructuring and Teacher Burnout," provides a brief research synthesis on burnout prevention. A final selection in this packet is excerpted from "Compassion Fatigue: When Listening Hurts" by Randall Edwards (an article in the "APA Monitor," September 1995), a discussion of the ways psychologists must take care of their own needs to avoid burnout. (SLD)

ED 425 242 UD 032 654

Evaluation and Accountability: Getting Credit for All You Do! An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Data Collection; Elementary Secondary Education; *Evaluation Methods; Intervention; *Mental Health; Program Effectiveness; *Program Evaluation; Quality Control
IDENTIFIERS- Educational Indicators

This packet introduces some concepts in evaluation and accountability for mental health professionals in schools. The first section presents two briefs from the Clearinghouse of the Center for Mental Health in Schools. The first, "Mental Health in Schools: Quality Control, Evaluating Outcomes, and Getting Credit for All You Do," highlights the importance of planning evaluation to measure outcomes and enhance the quality of intervention and student benefits. The second brief, "Evaluation, Accountability, and Mental Health in Schools," focuses on accountability indicators and how to gather data related to such indicators. The second section of the packet provides "A Quick Overview of Some Basic Resources," including 22 selected references, a list of 5 guidebooks and models, a list of 8 agencies and Web sites for technical assistance, and a list of experts from the Center's consultation cadre. An evaluation flow chart and some accompanying material from a guide created by the National Institute on Drug Abuse form the third section. The final section contains two reports from the educators can prepare prospective and practicing teachers to cope with cultural diversity is presented. The first component of this project is investigation of the ways that students can use their cultural identities and practices in constructing mathematical ideas that belong uniquely to them through a graduate course called "Ethnomathematics." The second is the investigation of ways teachers can facilitate students' construction of such uniquely personal cultural mathematics ideas in a high school classroom. The third component is the development of a grounded theoretical framework in which to situate the two previous components using semiosic chaining. The semiotic framework developed is being applied to the work from the graduate course and to the high school project, which took place in the 1995-96 school year. Data from the graduate project consisted of student journal entries, field notes, and more than 170 student project reports collected since 1993, some of which are described. The high school project involved seven students from differing ethnic backgrounds. Evidence from these students makes a strong case that traditional mathematics teaching does not facilitate a view of mathematics that encourages students to see the potential of mathematics outside the classroom. Although their own reports indicated that students were involved in many life activities with mathematical aspects, they continued to see mathematics as an isolated subject without much relevance to their lives. Semiosic processes may be used to illustrate connections as symbol systems are constructed in a bridge between cultures. Symbolism provides possible connections between mathematical ideas frozen in academic mathematics and practices, and different symbolism would facilitate the construction of different mathematics structures and concepts with increased relevance to students from different cultures. (Contains 33 references.) (SLD)

ED 425 259   UD 032 675

Leo, Christopher; Goff, Colin
Inner City Decay, Poverty, Social Isolation and Crime: A Research Design.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Foreign Countries; Ghettos; *Inner City; Poverty; Public Policy; Racial Discrimination; Slums; Social Discrimination; *Social Isolation; *Urban Problems
IDENTIFIERS- *Canada; Manitoba (Winnipeg)

Funding was received for a long overdue serious study of inner-city decay in Canada. Presented are the hypotheses and research methods for this projected study. The first policy challenge is providing evidence of the extent and seriousness of inner-city decay in Canada, particularly since urban difficulties are often presumed to be a problem in the United States rather than in Canada. The next policy objective is to gather data that can eventually be used to formulate recommendations for dealing with urban decay. The researchers plan to measure the extent of social isolation not only in the inner city but also in a sample of middle-income and affluent neighborhoods. An examination of crime is also important in a study of urban areas because it is a subject of great importance to the inhabitants of cities. The first formal hypothesis for the

Tananis, Cynthia A.
Beyond Data: Evaluation as Discursive Practice within Math/Science Education Reform.
PUB DATE- 98
NOTE- 55p.; Paper presented at the Annual Consortium for Research on Educational Accountability and Teacher Evaluation National Evaluation Institute (7th, Denver, CO, July 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Educational Change; Elementary Secondary Education; *Evaluation Methods; *Mathematics Education; Organizational Development; Participative Decision Making; Program Evaluation; *Science Education
IDENTIFIERS- *Discourse; External Evaluation; Stakeholders

The Regional Math/Science Collaborative (RMSC) of Southwestern Pennsylvania is a grassroots approach to strengthening math and science education through regional planning and evaluation. The Collaborative consists of stakeholders representing educators, students, parents, university faculty, and business and community members. External evaluation with the assistance of the University of Pittsburgh was planned to assist continuing regional discourse regarding mathematics and science education by developing a database to provide meaning and context for the indicators identified for the project. Because the issues inherent in participative evaluation are complex and challenging, a literature review was conducted to explore evaluation approaches. Three main strands of participative evaluation and many other variations of stakeholder evaluation were identified. These approaches differed in some key areas, but shared common elements, such as stakeholder involvement and the importance of dialogue between stakeholders and the external evaluator. A form of dialogue involving collective reflection and action characterized as discursive practice was planned for the evaluation. Evaluation based on discursive practice recognizes that organizations learn through joint discussion and interpretation of events and through gradual changes in the assumptions, symbols, and values of participants. It is the integral use of stakeholder dialogue, through iterative deliberation, that characterizes discursive practice. Through this form of participation, evaluation can support organizational development and fuller evaluation utilization, while building an institutionalized evaluation capacity. (Contains 94 references.) (SLD)

ED 425 173 TM 029 220

Day, Linda; Graburn, Linda
Conducting an In-House Periodical Use Study: A Checklist. Occasional Paper Series, No. 12.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Check Lists; Costs; Foreign Countries; *Library Surveys; *Periodicals; Pilot Projects; Planning; *Research Methodology; *Use Studies; User Needs (Information)

certificate; most students were interested in the structure of the NQF when it was explained to them; teachers, however, were sure that students understood the new system; students had some experience with assessment under the new system, but few understood anything about the competency-based subset of standards-based assessment; nearly all students referred to assessment as synonymous with written tests; most students thought that examinations, rather than the new unit standards, would allow employers and tertiary educational institutions to identify more accurately what they knew; and most students did not see a correspondence between the unit standards they were assessed on and their future employment plans. Many changes will be required for the NQF to be implemented fully, and better communication of its aims and methods will be a necessity. (Contains 29 references.) (SLD)

ED 425 191   TM 029 255

Wenglinsky, Harold
Does It Compute? The Relationship between Educational Technology and Student Achievement in Mathematics.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Computer Uses in Education; *Educational Technology; *Elementary School Students; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; *Mathematics Achievement; Mathematics Education; Middle Schools; *Outcomes of Education; Poverty; Professional Development; Rural Schools; Suburban Schools; *Technological Advancement; Urban Schools
IDENTIFIERS- Middle School Students; National Assessment of Educational Progress

This report presents findings from a national study of the relationship between different uses of educational technology and various educational outcomes. Data were drawn from the 1996 National Assessment of Educational Progress (NAEP) in mathematics, consisting of national samples of 6,227 fourth graders and 7,146 eighth graders. Data include information on the frequency of computer use for mathematics in school, access to computers at home and in school, professional development of mathematics teachers in computer use, and the kinds of instructional uses of computers in the schools. The study finds that the greatest inequities in computer use are not in how often they are used, but in the ways in which they are used. Poor, urban, and rural students are less likely to be exposed to higher order uses of computers than nonpoor and suburban students. For both fourth and eighth grades, teachers of urban and rural students are less likely to have had professional development in technology than suburban teachers. There were few differences in the frequency of school computer use in either grade, although black fourth graders reported more frequent use than white fourth graders. Yet for both grades, black students were less likely to have a computer at school. In essence, the study found that technology could matter, but that this depended on how it was used. The size of the relationship between the various positive uses of technology and academic achievement was negligible for fourth graders, but substantial for eighth graders. Taken together, findings indicate that computers are neither a cure-all for problems facing the schools nor mere fads without impact on student learning. When used properly, computers may serve as important tools for improving student proficiency in mathematics and the of the 100 or so resources in this directory have been produced by the Joint Agencies Group (JAG), a network of practitioners in development education and youth work within Development Education Associates. Global youth work is defined by the JAG as work that enables young people to develop the skills, attitudes, and values that empower them to bring about change in today's interdependent world. The directory is divided into two parts. The first contains an alphabetical list of 45 key development, environment, international exchange, and youth work agencies. The second part lists more than 100 global education resources, which are also arranged in alphabetical order. These resources include magazines and newsletters, teaching kits, videos, and other instructional and informational materials. After each title, there is a brief description, details about the resource user, and publication date. (SLD)

ED 425 209   UD 032 618

Dadzie, Stella
Blood, Sweat and Tears: A Report of the Bede Anti-Racist Detached Youth Work Project.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Attitudes; Blacks; Community Programs; Foreign Countries; Program Descriptions; Program Implementation; *Racial Bias; Racial Discrimination; Staff Development; *Urban Youth; *Youth Programs
IDENTIFIERS- England

This book describes a project, the Bede Detached Youth Work Project, that was designed to combat racism in a community in London (England). It also presents information that should be useful to community workers and activists, teachers, and others involved in antiracist work with young people. An introduction provides an overview of the project and its background, aims, and anticipated outcomes. Evidence of racist activity in the area suggested that black people were becoming easy targets for the frustrations and political impotence experienced by the local white community. Although the focus of the project was white youth, between 15 and 20 individual young people from minority backgrounds and a group of young men from Somalia also took part. With government funding, the Bede House Association began its work in the local housing estates (projects). The section "Year One: Growing Pains" describes the project's first 12 months and the challenges of program implementation. "Year Two: Successes and Setbacks" covers the project's second year, focusing on practical action and the implementation of work with young people. Two cornerstones of the effort were work with young black people to develop confidence when faced with racism and work with young people with racist attitudes and street gangs to promote antiracist ideas. "Year Three: Well, It Worked for Us" focuses on consolidation of the work and the strategies used to combat various racist ideas, including racist assumptions about immigration. The final section, "Discussion and Training Notes," suggests structured tasks and discussions that can be used for training and staff development. The illustrations include many photographs taken

NOTE- 25p.; Adapted from "Safe Passage: Making It through Adolescence in a Risky Society - What Parents, Schools and Communities Can Do" by Joy G. Dryfoos, Oxford University Press, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Educational Research; *High Risk Students; Intermediate Grades; Middle Schools; *Models; Parent Participation; Program Effectiveness; Research Utilization; School Safety; Secondary Education; Urban Schools; *Urban Youth

The primary job of parents is to ensure safe passage for their children from infancy through adolescence to adulthood. Research has indicated many things schools can do to turn the privilege of safe passage into a right. Three research-based programs that work to achieve safe passage are described. The first is Caring Connection, a "one-stop-shop" for youth services at a high school in Marshalltown (Iowa). The second is the Quantum Opportunities Program, an innovative 4-year, year-round program in Philadelphia (Pennsylvania) that provides learning, youth development, and community service opportunities, along with summer jobs, for youth from disadvantaged families. The third program, The Academy for Peace and Justice, operated by El Puente, a community organization in Brooklyn (New York), is an academically and developmentally focused school with strong connections with the community. The experiences of these programs and other successful initiatives are used to model the "safe passage school," an imaginary prototype urban middle school. The 1,000 students of the school are divided into five separate "houses," in which students stay together for 3 years. Basic core courses are shaped to fit with the specialized house themes. The school is characterized by a support system with needed services provided on site. The active promotion of parent participation and after-school activities are additional features of the model. The vision of the safe passage school encompasses almost all aspects of successful programs, integrated into a student-teacher-family-centered institution. Some suggestions are given for turning the vision of the safe passage school into a reality. Seventeen publications and 16 organizations are listed for additional information. (SLD)

ED 425 226 UD 032 638

Achievement in Urban Schools: What Makes the Difference?
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Change; *Educational Research; Elementary Secondary Education; Information Networks; *Professional Development; *Urban Schools; Urban Teaching; Urban Youth
IDENTIFIERS- Reform Efforts

This special issue is the final issue of "Cityschools," a magazine that reports on research regarding the transformation of urban schools and makes this research more accessible to practitioners in urban classrooms. The research is described through the stories of real educators who are finding solutions

Center for School Mental Health Assistance, "Quality Assurance" and "Documenting Effectiveness of School Mental Health Programs." (SLD)

ED 425 243 UD 032 655

Assessing To Address Barriers to Learning. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Cultural Differences; Elementary Secondary Education; *Learning Disabilities; Learning Problems; Models; Political Influences; Program Descriptions; *Student Evaluation; *Test Use

Schools committed to the success of all children must have an array of activities designed to address barriers to learning. This introductory packet contains some aids to help school staff find new ways of thinking about how schools should assess barriers to learning. The following items are included in the packet: (1) a chart of "Barriers to Learning"; (2) "ABCs of Assessment" from "Learning Problems and Disabilities: Moving Forward" by H. S. Adelman and L. Taylor, 1993; (3) an excerpt from a digest from the Educational Resources Information Center (ERIC) by Edward Roeber, "Emerging Student Assessment Systems for School Reform"; (4) a comment on "Controversy over Assessment: The Changing Sociopolitical Climate"; (5) "Strategic Ways To Approach the Assessment Process"; (6) 41 selected references, with 16 abstracts of significant works; (7) a list of 9 research syntheses available from ERIC; (8) an outline of "Types of Procedures and Instruments Used in Assessing Psychoeducational Problems"; (9) the table of contents from the Clearinghouse's resource aid packet on "Screening/Assessing Students: Indicators and Tools"; (10) an annotated list of "Tools for Assessing Environmental Barriers to Learning"; (11) a step-by-step guide to "The Prereferral Process"; (12) excerpts from ERIC Digests that give an overview of authentic and performance-based assessment; (13) brief excerpts from several recent works discussing assessment from the perspective of cultural diversity; (14) descriptions of 4 model programs to address barriers to student learning; (15) a list of 13 agencies, advocacy groups, and Internet resources offering assistance related to screening and assessment; (16) the screening and assessment consultation cadre list; (17) a selection titled "What Everyone Should Know about Assessment in Schools," excerpted and abridged from two ERIC documents; (18) "Issues and Problems Related to Assessment of Barriers to Learning" by Howard S. Adelman and Linda Taylor, excerpted from an article in the "Handbook on the Assessment of Learning Disabilities: Theory, Research, and Practice" (Austin, TX: Pro-Ed, 1991). (SLD)

ED 425 244 UD 032 656

Responding to Crisis at a School. A Resource Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

study is that extreme neighborhood poverty and disadvantage under conditions of social isolation are associated with high levels of crime. A second hypothesis is that Canadian inner-city neighborhoods are beginning to take on the characteristics of racial and social ghettoization. This hypothesis will be studied in Winnipeg (Manitoba). The third hypothesis is that inner-city social isolation is part of a wide process of isolation and exclusion that affects affluent neighborhoods as well as poor ones. The research will be based primarily on Statistics Canada census data and police records. Eventually, findings will be compared with information on some cities in the United States to gain a picture of the relative status of Winnipeg. (Contains 32 references.) (SLD)

ED 425 260　　　UD 032 677

Millot, Marc Dean; Lake, Robin J.
So You Want To Start a Charter School? Strategic Advice for Applicants. Recommendations from an Expert Workshop.
SPONS. AGENCY- Boeing Co., Seattle, WA.; EXXON Education Foundation, New York, NY.
PUB DATE- 96
NOTE- 40p.; A Product of UW/RAND Program on Reinventing Public Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Change; Educational Planning; Elementary Secondary Education; Nontraditional Education; Program Development; *Program Implementation; School Choice; Workshops
IDENTIFIERS- Expertise

This report is a general guide for people planning a charter school. In September 1995 the Program on Reinventing Public Education, a collaborative effort of the University of Washington's Institute for Public Policy and Management and the RAND Institute for Education and Training, sponsored a workshop on charter school startup. This report results from that workshop. It is most relevant to charter schools in states where the charter school operators control at least some of the economic decisions affecting their school. The first section introduces some issues connected with charter schools. Section 2 provides advice on the expertise charter school founders need to integrate into their application and how to organize their applicant team. Section 3 discusses different approaches to designing the school and negotiating the charter. In section 4, the challenges a new charter holder will face while preparing to open are explored. The report concludes with recommendations for starting a charter school that serve as guiding principles for charter school founders. These recommendations are: (1) start with a strong team that holds a common vision and diverse expertise; (2) use outside experts; (3) be willing to adapt to changing needs; (4) view the charter application as a planning tool rather than a "hurdle" on the way to obtaining a charter; (5) institute well-defined roles and processes; (6) be proactive and anticipate potential problems rather than waiting to solve them as they arise; (7) stay focused on the school's mission; and (8) act like a trustee of the state's responsibility for public education. (SLD)

ED 425 261　　　UD 032 678

Participants were new faculty in tenure track positions. Each participant's narrative describes her reasons for joining the group and the ways in which the group has helped her professional and personal development. Some aspects of the group highlighted in the narratives include the "conversation rule," which required that decisions, which in the past had been made fairly informally, now had to be discussed in the support group; professional collaboration; working through "mental blocks"; dealing with rejection of a paper; and adjusting to the culture of academia. (DB)

ED 424 835 HE 031 689

Berkner, Lutz
Student Financing of Undergraduate Education: 1995-96. With an Essay on Student Loans. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; National Surveys; *Paying for College; Private Colleges; Public Colleges; Student Characteristics; Student Costs; *Student Financial Aid; Student Loan Programs; Tables (Data); Tuition; Two Year Colleges; *Undergraduate Study
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the National Postsecondary Student Aid Study of 1996 to describe the financing of undergraduate education in 1995-96, with particular focus on student loans and other types of financial aid. The report begins with an essay that describes the role of student loans within the context of tuition, the total price of attendance, and other financial aid available to undergraduates in 1995-96. It provides information on amounts of federal loans borrowed by students, and profiles student borrowing and financial aid for each of the four major types of institutions: public two-year institutions; public four-year institutions; private, not-for-profit four-year institutions; and private, for profit institutions. The essay is followed by a compendium of 76 tables that provide information on student loans, tuition and the price of attendance, financial aid, net price of education and need, and general background characteristics of undergraduates. A glossary and technical notes on methodology are appended. (DB)

ED 424 836 HE 031 691

Grayson, J. Paul
Experiences of York Graduates--Two Years Later.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Outcomes Assessment; Education Work Relationship; *Employment Level; Foreign Countries; *Graduate Surveys; Higher Education; Income; *Institutional Research; Job Satisfaction; Majors (Students); Universities

Schneider, David G.
Out of the Closet and onto the Shelves: A Checklist Study of Gay Fiction in Public Libraries in Franklin County, Ohio.
PUB DATE- 98
NOTE- 35p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Awards; Bibliographies; Book Reviews; Cataloging; Check Lists; *Fiction; *Homosexuality; Indexing; Lesbianism; Library Catalogs; Library Collection Development; *Library Collections; Library Material Selection; Library Research; *Public Libraries; Publishing Industry; *Subject Index Terms; User Needs (Information); Users (Information)
IDENTIFIERS- Book Awards; *Homosexual Literature; Lesbian Literature; Ohio (Franklin County)

This paper reports on a study in which a select bibliography of gay fiction was compiled and checked against the catalogs of the public libraries in Franklin County, Ohio, in order to determine the collection extent and whether catalog subject access is provided for these works. Results show that the percentage of checklist titles held by each library varied widely, with little subject access being provided for the titles by all libraries studied. Suggestions for further research are presented. In addition, a brief history of the publishing of gay literature is presented and societal issues affecting the collection of gay and lesbian materials are examined. A literature review discusses collection development and subject access to lesbian and gay fictional works. Checklist-based research is also discussed in the literature review. Appendices include: a list of Franklin County Public Libraries; the checklist of gay fiction monographs, compiled from the preceding 10 years of the Lambda Literary Awards; the checklist with holdings of seven individual libraries and consortium, numbers of reviews in "Book Review Index" and five major review sources; and subject headings coded by library. (Contains 29 references.) (DLS)

ED 424 855 IR 057 220

George, Mary Ellen
A Content Analysis and Collection Evaluation of Fiction and Non-Fiction Books about and for K-12 Children with Hearing Impairments in Franklin County Public Libraries of Ohio.
PUB DATE- 97
NOTE- 165p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Adolescent Literature; Adolescents; Bibliographies; Children; *Childrens Literature; Content Analysis; Deafness; Elementary Secondary Education; Fiction; *Hearing Impairments; Library Catalogs; Library Collection Development; *Library Collections; Library Research; Literary Genres; Literature Reviews; Nonfiction; *Public Libraries; Reading Materials; Subject Index Terms; Tables (Data); User Needs (Information); Users (Information)
IDENTIFIERS- Ohio (Franklin County)

The purpose of this study was to find out to what extent K-12 fiction and nonfiction books about and for hearing impaired

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Buddhism; Christianity; Committees; *Cultural Activities; Cultural Awareness; *Exhibits; Higher Education; Judaism; *Library Planning; *Library Services; *Religious Holidays; Student Organizations
IDENTIFIERS- Chinese New Year; Hinduism; Islam; Multicultural Centers; Timelines; University of Rhode Island

The charge of the University of Rhode Island's Ad Hoc Committee on Religious and Cultural Celebrations in the Library was to: investigate all opportunities for the library to educate the campus community about religious and cultural holidays; consider all the major religions of the world and the possibility of having displays for the symbols of religious holidays; make recommendations to the director of possible courses of action; and assume no money beyond a token amount is available. The major religions of the world and most important holidays were identified as: (1) Christianity (Easter, Christmas); (2) Judaism (Rosh Hashanah/Yom Kippur, Passover, Channukah); (3) Islam (Ramadhan/Eidul Fitr (or Eid al Fitr), Eidul Adha(or Eid al Adha)); (4) Hinduism (Divali); (5) Buddhism (Buddha's Day); and (6) other (Chinese New Year). A timeline for these holidays and suggestions for displays and programs were developed. The committee decided to have the Multicultural Center, working with student organizations and interested individuals on campus, coordinate the displays and events, while remaining in close communication with the library. An 11-year calendar (1996-2006) of the recommended holidays, brief descriptions of each holiday, and a list of undergraduate student organizations are attached. (DLS)

ED 424 874 IR 057 242

Cochrane, Pauline Atherton, Ed.; Johnson, Eric H., Ed.
Visualizing Subject Access for 21st Century Information Resources. Papers Presented at the Clinic on Library Applications of Data Processing (34th, Urbana, Illinois, March 2-4, 1997).
PUB DATE- 98
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Cataloging; Classification; *Data Processing; *Electronic Libraries; Futures (of Society); Higher Education; Hypermedia; Indexing; *Information Networks; *Information Retrieval; Information Systems; Information Technology; Library Automation; Navigation (Information Systems); Online Systems; Search Strategies; Subject Index Terms; Thesauri; Visualization
IDENTIFIERS- Free Text Searching; Full Text Indexing; Web Sites

This proceedings represents and documents in part the 16 presentations made at the 34th Annual Clinic on Library Applications of Data Processing. World Wide Web URLs that provide insight into each presentation are included. Presentations include: (1) "Hypostatizing Data Collections, Especially Bibliographic: Abstractions, Representations, Sensualizations, Adaptations/Personalizations,..." (Roland Hjerppe); (2) "Simultaneous Searching of Distributed Information and Subject Repositories on the World Wide Web" (Tamas E. Doszkocs); (3) "The Role of Subject Access in Information Filtering" (Raya Fidel and Michael Crandall); (4) "Thesauri in a Full-Text World" (Jessica L. Milstead); (5)

this report provides tables illustrating the numbers of these students enrolled in credit courses in Arizona community colleges from September 1997 to August 1998. In 1998, 26,277 such students were enrolled--twice the number from the previous year. The first few sections of the report present data on Maricopa County enrollment trends for fiscal years 1995-1996 to 1997-1998, broken down by college; a statewide summary of the ten most popular courses; and statewide data by college district. Individual sets of information are given for the following Arizona institutions: (1) Cochise College; (2) Coconino Community College; (3) Eastern Arizona College; (4) the Maricopa Community Colleges, including Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix, Rio Salado, Scottsdale, and South Mountain; (5) Mohave Community College; (6) Northland Pioneer College; (7) Pima Community College; (8) Central Arizona College; (9) Yavapai College; and (10) Arizona Western College. For each college, data are provided on the number of students under 18 enrolled in the ten most popular courses, with the course titles, numbers, and descriptions following. (Contains two charts and 20 data tables.) (EMH)

ED 424 895 JC 990 004

Statewide and District Summaries: Report on Academic Performance of High School Graduates (ARS 15-1822), Fiscal Year 1997-1998.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Enrollment; *Grade Point Average; *High School Graduates; *School Districts; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Arizona

This report provides statistics, in the form of charts and data tables, on Arizona high school graduates enrolling in nearby community colleges. A statewide summary indicates that 14,213 of these graduates enrolled in Arizona community colleges in 1997 and achieved a median grade point average (GPA) of 2.4 in their first terms. This document offers summaries for each college district: (1) Cochise; (2) Coconino; (3) Graham; (4) Maricopa (sub-summaries for each of the ten Maricopa colleges are included in this section); (5) Mohave; (6) Navajo; (7) Pima; (8) Pinal; (9) Yavapai; and (10) Yuma & La Paz. District summary information includes average GPA and number of students enrolling in their first English and math courses. The Maricopa County schools' sub-summary pages contain data on student characteristics (gender and ethnicity), high school GPA, and fall enrollments continuing in spring. (EMH)

ED 424 896 JC 990 005

Baker, Ronald L.
Distance Education in the Washington State Community and Technical Colleges: An Inventory of 1997-1998 Activities and Summary of Distance Education Activities from 1994-1995 through 1997-1998.
PUB DATE- 98
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

*Public Policy; Public Support
IDENTIFIERS- Cognitive Sciences; Frame Analysis; Metaphorical Thought

Policy catalysts such as welfare reform or research findings on the impact of day care provide new opportunities to frame the discussion surrounding early childhood education. This group of working papers examines effective language for discussing communication strategies for advocacy. The first paper, "Early Childhood Education and the Framing Wars" (Susan Bales), introduces the remaining papers, and maintains that children's advocates must be prepared to "do battle with" the dominant frames of news coverage and to reframe the coverage of child education and care to advance its identification as a public issue. The second paper, "Why Early Ed Benefits All of Us" (George Lakoff and Joseph Grady), identifies, explores, and explains various forms of childhood education. This paper also explains the dominant metaphorical streams associated with the issue, notes the pros and cons of these options, and suggests the best ways to reframe the issue to support progressive reform. The third paper, "Public Attitudes about Early Childhood Care and Education" (Richard Brandon), summarizes public support for early childhood education as reported in several survey and focus group studies, focusing on financial assistance, the importance of quality care, and the personal salience of early childhood education issues. The fourth paper, "Communication Strategies for Advocates of Early Childhood Education" (Full Circle Associates), reports the results of a focus group study to test African- and European-Americans' reactions to a series of metaphors, frameworks, and labels for early education for children from birth to age 6, focusing on parental roles and responsibility, quality and importance of early childhood education, quality assurance and terminology. (KB)

ED 424 915   PS 026 994

Radziewcz-Winnicki, Andrezej
Educational Changes: The Basic and Real Facts of Traditional Continuity in Post-Communist Poland. (Implications for Childhood Education).
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Early Childhood Education; *Educational Change; Educational Innovation; Educational Research; Foreign Countries; Social Change; Teacher Education
IDENTIFIERS- *Poland

This paper describes recent social changes in Poland and their implications for early childhood care and education, focusing on the creation of a progressive educational system based on the unified school. Key issues receiving particular attention are the problems of reorganizing the educational system, increasing students' learning effectiveness, incorporating new modes of curriculum innovation, developing patterns of political socialization, organizing educational research and its relevance to pedagogy, and creating new patterns in teacher education. The paper analyzes whether it is possible to create a new and progressive educational system in a short time. (KB)

Socio-Economic Environment" (national context, demographic features, children and women as subjects of rights, gender equality, national economic performance and trends, government and social sector expenditure, policy formation and planning for children and women, other main actors of social change and development); (2) "Child Survival" (infant and child mortality, maternal mortality and morbidity, child morbidity and nutrition, immunopreventable diseases, morbidity, malnutrition, breastfeeding, environmental health, reproductive health, STDs and HIV/AIDS, review of policies and programs, unmet needs and new challenges); (3) "Child Development and Participation" (early childhood education, primary education, secondary education, adult education, causal analysis of problems, review of policies and programs, unmet needs and new challenges); and (4) "Child Protection" (children at risk; abused, neglected, and abandoned children; disabled children; drug abuse; unmet needs and new challenges.) The report concludes with priorities for action and a statistical annex. (EV)

ED 424 935 PS 027 049

Goldstein, Brian A.; Iglesias, Aquiles
Phonological Production in Spanish-Speaking Preschoolers.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Students; Language Acquisition; Phonology; *Preschool Children; Preschool Education; *Spanish Speaking; Speech Evaluation; Speech Impairments; *Speech Language Pathology; Speech Therapy
IDENTIFIERS- Phonological Processing

Approximately 10 percent of Latino preschoolers are at risk for developing communication problems unrelated to second language acquisition. Many of these children are Spanish-speaking and have difficulties in producing speech sounds in their native language. One of the services afforded Latino preschoolers by speech-language pathologists is the assessment and treatment of phonological disorders. Providing these services is a challenge because many Latino children served are Spanish-speaking. The purpose of this paper is to provide normative data on phonological development and disorders in Spanish-speaking children and to briefly outline assessment and intervention techniques. Normative data are presented with regard to common and uncommon phonological patterns in Spanish-speaking preschool children. The paper then offers four principles to be followed when assessing the phonological skills of Spanish-speaking children: (1) use an assessment tool designed specifically to assess Spanish-speaking children; (2) take the child's dialect into account; (3) determine if the child's use of speech sounds is sufficiently different from normal development to warrant intervention; (4) determine treatment direction. The paper concludes with a discussion of treating phonological disorders in bilingual speakers. Contains 14 references. (EV)

ED 424 936 PS 027 050

Early Childhood in the Carolinas: Research to Policy Practice. 1997 Proceedings (Fort Mill, South Carolina, September, 1997).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

DESCRIPTORS- *After School Education; *After School Programs; Conflict Resolution; Elementary Education; *Elementary School Students; Enrichment; Federal Legislation; Foreign Countries; Learning Activities; Newsletters; Professional Development; Program Development; *School Age Day Care; Stress Management; Student Projects; Violence
IDENTIFIERS- Australia

These 12 monthly newsletter issues provide information and support for providers of school-age child care. The featured articles for each month are: (1) "Children's World Opens Private Elementary Schools" (September); (2) "How Does SAC school-age care Rate in Your State? (October)" (3) "Australian SAC Tackles Space Shortage" (November); (4) "School-Age Issues Presented at White House Conference" (December); (5) "Planning Summer: Voices from the Field" (January); (6) "New $40 Million May Create Many New Programs" (February); (7) "Summer Planning for Large Programs" (March); (8) "Martin Luther King, Jr.'s Legacy for School-Age Care" (April); (9) "Making Projects Successful" (May); (10) "Vice President Focuses on SAC with Teleconference" (June); (11) "Academic Enrichment Programs and the School-Ager's Brain" (July); and (12) "Back to School Stress: What You Can Expect" (August). Included in each issue are suggested activities and information, legislative issues related to school age care, and relevant professional development opportunities. (KB)

ED 424 955 PS 027 085

Making Hawai'i's Kids Count. Issue Paper Number 3.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Early Parenthood; Pregnant Students; Prevention; Secondary Education; Sexuality; Social Indicators; Trend Analysis
IDENTIFIERS- *Hawaii; Indicators; Program Characteristics

This issue paper from Hawai'i Kids Count addresses the issue of teen pregnancy and birth rates. The paper notes that teen pregnancy and birth rates are declining both nationally and in Hawaii and describes key risk factors associated with having a baby before age 20: (1) early school failure; (2) early behavioral problems; (3) family dysfunction; and (4) poverty. The paper presents results of studies examining the determinants of teen sexual activity and contraceptive use; pregnancy outcomes; consequences of a teen birth related to school completion, marital status, and need for public assistance. In addition, the paper delineates several programmatic approaches to reduce teen pregnancy rates and identifies basic principles for effective prevention and intervention programs. Effective programs combine positive and negative sanctions to affect behavior, start before puberty, involve males and recognize that many male partners are not teenagers themselves, recognize that varied groups need varied degrees of intervention, and conduct rigorous process and impact evaluations. The paper concludes that the declining birth rate is primarily due to increased contraception use, but that there is also evidence of changed sexual attitudes and behavior among teens. Although there is much disagreement about how to prevent teen pregnancy, the basic principles identified through program evaluation can guide program development. (KB) characteristics, and by type of involvement. (HTH)

ED 424 973 PS 027 109

Humphrey, James H.
Helping Children Manage Stress: A Guide for Adults.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Childhood Needs; *Children; Classroom Environment; *Coping; Elementary Secondary Education; Exercise; Family Environment; Prevention; Relaxation Training; *Stress Management; *Stress Variables

From birth--and possibly before--children are likely to encounter a considerable amount of stress generated by society. This book explains what adults can do to prevent and/or minimize the harmful consequences of stress for children. Part 1, "Understanding Stress in Children," explores the general causes of stress, with particular emphasis on problems that originate at home and at school. This section discusses how adults can learn to recognize when they need to intervene to help children manage their emotions and develop effective coping skills. Chapters in this section are: (1) "Stress and Child Development"; (2) "General Causes of Childhood Stress"; and (3) "Stressful Environments." Part 2, "Managing Stress in Children," provides standard stress reduction techniques that adults can use with children. Chapters in this section are: (4) "Physical Activity and Exercise"; (5) "Relaxation"; (6) "Stunt Games"; (7) "Creative Movement"; and (8) "Mental Practice and Imagery." The book concludes with 49 suggested resources for further reading. (LPP)

ED 424 974 PS 027 110

Cyprian, Judy
Teaching Human Sexuality: A Guide for Parents and Other Caregivers.
SPONS. AGENCY- Vermont State Dept. of Social and Rehabilitation Services, Waterbury.; Carnegie Corp. of New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 162p.; Support also received from the National Florence Crittentor Mission Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Development; Child Welfare; Children; *Foster Children; *Foster Family; Health Education; Hygiene; Interpersonal Relationship; Parent Role; Physical Health; Pregnancy; Prevention; Reproduction (Biology); Safety Education; *Sex Education; Sexual Abuse; Sexual Identity; *Sexuality; Social Development; *Venereal Diseases; Young Children

Youth in foster care are at particular risk for engaging in early sexual behavior due to frequent moves that have disrupted trusting relationships and schooling, and sometimes because of raising new issues and concerns as well as presenting new opportunities for parents in work, education, and family life. This introduction to the conference proceedings highlights the issues addressed at the conference, including safety concerns, implications of brain development research, and equity concerns. The introduction suggests that the papers contained in the proceedings indicate that the thoughtful implementation of the new technologies can enhance parents' access to information on, and provide assistance and support in, the task of parenting. (LPP)

ED 424 991 PS 027 177

Roberts, Linda G.
Reaching the President's Technology Literacy Challenge: What's Next?
PUB DATE- 98
NOTE- 5p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Computers; Educational Quality; *Educational Technology; Elementary Secondary Education; Equal Education; *Federal Programs; Government Role; Grants; *Internet; National Programs; Professional Development; *Public Policy
IDENTIFIERS- *Clinton Administration; *E Rate (Internet); Quality Indicators; Technology Integration

This presentation by Linda Roberts, the U.S. Department of Education's Director of Educational Technology, introduces the Families, Technology, and Education conference by discussing the Clinton Administration's policies and goals for technology use in schools. Issues discussed include equipment and accessibility, teacher training and professional development, and integrating computers into the curriculum. The government's Technology Fund, competitive grants, the education rate, and equity and quality concerns are also briefly discussed. (LPP)

ED 424 992 PS 027 178

Bowman, Barbara
Equity and Young Children as Learners.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Literacy; Computer Software Evaluation; *Computer Uses in Education; Early Childhood Education; *Educational Technology; *Equal Education; *Low Income Groups; *Minority Group Children; Special Needs Students; Student Needs; Young Children

This paper suggests that many children from low-income and minority communities are not taught the skills and knowledge necessary to fully participate in the economic, social, and political life of the United States and that schools need to start early, to recognize the unique nature of how young children learn, and to design software that will ensure that

ED 425 011 PS 027 197

Rubovits, Donald F.; Mulberry, Jay F.
Comprehensive Monitoring of a Student's Activities.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Computer Uses in Education; *Documentation; Educational Technology; Electronic Mail; High Schools; Individualized Education Programs; Management Information Systems; *Special Education
IDENTIFIERS- Technology Integration

Individualized instruction and the associated accountability mean more documentation for teachers. How can teacher productivity be increased to handle the heavier workload? The solution for the Jacqueline Vaughn Occupational High School, a special education school in Chicago, was a networked local school computer linked to each teacher's personal computer. The networked computer stored the shared, character-based documents covering most aspects of each student's education. This paper discusses: (1) fundamental problems with paper-based systems for monitoring a student's education; (2) how a project to provide a solution was launched; (3) computer-based methods for creating student documentation, including Individual Education Plans (IEPs), Multi-Disciplinary Conferences (MDCs), Transition Planning Guides (TPGs), class/service/activity enrollments, job descriptions, anecdotal notes, and behavior referrals; (4) teacher communication tools, including electronic mail, school and personal calendars, announcements, and correspondence with parents; (5) assessment of the solution's impact during 2 years of experience at one school; and (6) considerations for other school districts, including funding priorities, teacher culture, computer system integration, cost justification, goal individualization, and special education issues. The paper concludes by noting that the "comprehensive monitoring" technology is here and that the technology helps both staff and parents manage a student's education, and that if schools are willing to deal with the consequences of more individualized instruction and greater accountability, they should pursue this type of program. (LPP)

ED 425 012 PS 027 198

Somerville, Scott W.
High-Tech Home Schooling.
PUB DATE- 98
NOTE- 3p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Home Schooling; *Parents as Teachers

Directed at home school teachers, this paper criticizes public

Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; Mentors; Program Descriptions; *Rural Education; Rural Schools; Small Schools; Staff Development; Teacher Orientation; *Team Training
IDENTIFIERS- Nebraska; *Peer Coaching

The Entry Year Assistance Program of Educational Service Unit #11 in Nebraska is a staff development project to train mentor teachers, entry-year teachers, and school administrators in small, rural school districts. Schools that participate in the program select a team consisting of a mentor teacher, an administrator, and an entry-year teacher. This team then receives four 1-day trainings over a 4-month period. The content of these training days includes the following areas: classroom management skills, knowledge of content, child growth and development, knowledge and use of materials, planning skills, instructional skills, human relations skills, and best practices of effective schools research. This paper gives an overview of the program that includes the makeup and responsibilities of the entry-year assistance team, the schedule and components of the team training, program requirements and completion, application procedures, and the role of the mentor teacher. Thoughts and ideas from participants are given. A section called "Teacher Wisdom Book for Classroom Problems" gives 17 examples of classroom problems and suggested solutions. A final section, "Overheads and More Words of Wisdom," contains four pages for overhead projector use in training sessions, and examples of inspirational children's poetry and writings. (SAS)

ED 425 030 RC 021 668

Lawrence, Barbara Kent
The Importance of Sustainability for Rural Schools.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Rural Education Association (Buffalo, NY, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; Elementary Secondary Education; Institutional Survival; Partnerships in Education; Quality of Life; Rural Education; *Rural Schools; School Buildings; *School Community Relationship; Small Schools; Sustainable Development
IDENTIFIERS- Community Viability; *Sustainability

This paper suggests that the fundamental characteristics of a sustainable community are economic security, ecological integrity, quality of life, and empowerment and responsibility. It also asserts that nurturing these characteristics within a rural school can forge stronger links to community, strengthen the local economic base, encourage students to live within the community, and increase the likelihood that the school will be adequately funded. A school can increase the economic security of its community by encouraging local and national businesses to set up branches within the school, by teaching entrepreneurialism, by establishing small student-run ventures, and by offering local and state incentives to attract business partnerships. Schools can contribute to ecological integrity by reflecting the culture, history, and materials of the community in its design. Schools must add to the quality of life as defined by the community. The paper also suggests that it is important that schools empower students with a sense of responsibility and decision making. Strategies for creating

In fall 1997, Congress approved funding to implement Comprehensive School Reform Demonstration (CSRD) programs, primarily in Title I schools in high-poverty areas. This digest explains CSRD and what it might mean to rural schools. Since 1965, Title I has provided resources to at-risk children in lower-income schools. Changes in 1988 and 1994 broadened Title I by supporting "schoolwide" projects, while the 1997 CSRD legislation lays out criteria by which schools may select research-based reform models or develop their own strategies. In October 1998, Congress provided 2 more years of CSRD funding, including funds for technical assistance and field studies on the impact of various CSRD models on student achievement. Criteria for CSRD programs are listed. Field research on whole-school reform suggests that schoolwide projects increase achievement gains by at-risk students. Studies identify strategies that increase program effectiveness, as well as barriers to reform implementation and sustainability. CSRD requirements suggest that quality technical assistance will be a vital consideration for small and rural schools with scarce resources. CSRD is supported by active involvement of outside experts who aid educators with the details of real-life problems and challenges of reform. While it remains to be seen how federal and state officials interpret CSRD criteria, rural schools have opportunities to craft schoolwide reforms that fit local needs. (Contains 15 references.) (SV)

ED 425 048 RC 021 757

Huang, Gary G.
Sociodemographic Changes: Promise and Problems for Rural Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; Immigrants; Income; Minority Groups; *Population Trends; Poverty; *Rural Economics; Rural Education; *Rural Population; *Rural Schools; *Socioeconomic Status
IDENTIFIERS- ERIC Digests; Global Economy; Working Poor

Drawing information from federal statistical sources, this digest summarizes recent changes in rural demographic and economic conditions relevant to rural school systems. Since the early 1990s, the U.S. economy has been strong, and rural areas have been growing at the same rate or faster than the nation's economic pace. Benefiting from the steady growth of employment, income, and local revenue, some rural schools may be able to improve their financial conditions, although the stability of such improvement is uncertain. Since 1990, real income has increased for rural workers at all educational levels, but gains were greater for women and minorities than for men and Whites. However, rural public school teachers showed slight decreases in real income. Despite rural income gains, the poverty rate, the rate of those just above the poverty line, and the number of working poor have remained consistently higher in rural than urban areas in the 1990s. Rural schools must develop effective strategies to alleviate the difficulties facing poor children. Also relevant to rural schools is the

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; *Knowledge Base for Teaching; *Mathematics Education; *Professional Development; Teacher Attitudes; *Teacher Expectations of Students; *Thinking Skills

This study examines how teachers' frameworks for human development, curriculum, and mathematics influence how they interpret children's mathematical thinking. The teachers in the study were participants in a professional development project to help them implement cognitively-guided instruction (CGI) in their mathematics instruction. Data on teacher beliefs, interpretations of children's solutions to mathematics problems, and instructional decision making were gathered. Results suggest that teachers focus most frequently and very consistently on the curriculum framework. The increasing importance of the developmental framework appears to be due to the increased attention paid by teachers to the different kinds of solution strategies used by students. (Author/ASK)

ED 425 070 SE 061 883

Shaw, Donna Gail; Dybdahl, Claudia S.
Integrating Science and Language Arts: A Sourcebook for K-6 Teachers.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Constructivism (Learning); Earth Science; Educational Strategies; Elementary Secondary Education; General Science; *Hands on Science; *Integrated Curriculum; *Language Arts; *Science Activities; *Science Education

The purpose of this sourcebook is to provide elementary classroom teachers with meaningful ideas and activities for supplementing their science and language arts programs. Five general topics encompassing the earth, life, and physical science have been selected as units and further subdivided into chapters. Each chapter contains a multitude of thoroughly researched and purposeful activities for students and a section for teachers that develops background knowledge. Chapters include: (1) Mixing Colors; (2) Colors in Nature; (3) Magic of Color; (4) Chromatography; (5) Life Cycles; (6) Earth Cycles; (7) Physical Cycles; (8) The Stories Rocks Tell; (9) Analyzing Dinosaur Data; (10) Fossil Fuels: Buried Tales from Yesteryear; (11) Archaeology: Secrets from the Past; (12) Force and Motion; (13) From Hot Air Balloons to the Space Shuttle; (14) From Paddle Boats to Submarines; and (15) Science in the Media. (Each chapter contains a glossary and bibliography.) (DDR/NB)

ED 425 071 SE 061 887

Bibliography of Assessment Alternatives: Science. May 1998 Edition. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

community in central Illinois were the subjects of the study. The problem of a lack of visual art skills brought on by insufficient art instruction and implementation were documented by teacher observation, student performance, and instruction by untrained teachers. When surveyed, the faculty reported a feeling of inadequacy when teaching the visual arts because of a lack of knowledge, time constraints, cost factors, and inadequate facilities. Two major categories of intervention were the design and implementation of a formal visual arts program for elementary students conducted by a certified art instructor and the training of high school students as mentors for elementary students. Post intervention data indicated an increase in visual art skills, a transfer of art skills into other curriculum areas, and an increase in appropriate social skills of high school mentors. However, a noticeable increase in academic skills did not appear to occur. Twelve appendices contain the research questions and responses. (EH)

ED 425 094 SO 029 365

French, Jill; Laurin, Kathryn; McMahan, Christine; Vickrey, Jennifer
Factors That Influence Motivation in the Social Studies Classroom.
PUB DATE- 98
NOTE- 68p.; Master of Arts Action Research Project, Saint Xavier University and IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; Grade 4; Instructional Effectiveness; Instructional Improvement; Intermediate Grades; *Motivation; *Motivation Techniques; *Social Studies; *Student Attitudes; Teaching Models
IDENTIFIERS- Illinois

This paper describes a program to increase motivation and interest in social studies among fourth-grade students in a growing middle class community in central Illinois. The lack of motivation and disinterest in social studies is evidenced by student attitude surveys, teacher surveys, teacher observations of student time on task, and student reflection journals. Students and teacher reported a lack of student motivation and interest in social studies and too little time devoted to the subject matter. Three major categories of intervention were identified including: (1) the implementation of lessons utilizing multiple intelligences; (2) application of cooperative learning strategies; and (3) use of student reflection journals. The research concluded with a final student survey showing an increase in students choosing social studies as the favorite subject. Multiple intelligences and cooperative learning showed a positive effect on student motivation. Student reflection journals were only written periodically so no conclusions can be made on the impact of reflection journals on student motivation. Seven appendices offer student and teacher surveys, as well as lesson plans and activities for active engagement. (EH)

ED 425 095 SO 029 372

Patrick, John J.
Three Universal Problems of Democracy at the Core of Education for Democratic Citizenship.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Czech National Civic Education Conference (Olomouc, Czech Republic,

improving high school health textbooks conclude the report. (LB)

ED 425 116 SO 030 523

Fiske, Edward B.
Wasted Opportunities: When Schools Fail. Repetition and Drop-out in Primary Schools. Education for All: Status and Trends.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Developing Nations; Dropouts; *Educational Opportunities; *Elementary Education; Enrollment Trends; Foreign Countries; Grade Repetition; Program Costs; *School Holding Power; Student Costs; Tables (Data)
IDENTIFIERS- *World Declaration on Education for All

This report addresses the problem of school wastage in developing countries, provides the latest data on trends in repetition and drop-out, and deals with three questions: (1) how extensive is school wastage? (2) what are its causes? and (3) what can be done to make schools more efficient? Wastage is defined as the missed opportunities for individuals, communities, entire nations, and regions of the world. Finding ways to minimize 'school wastage' must play a central role in any serious effort to reach the goal of Education for All (EFA). Four parts are included in this report: (1) "The Goal of Education for All"; (2) "The Problem of School Wastage"; (3) "The High Cost of Wastage"; and (4) "What Can Be Done about School Wastage?" Many graphics and tables are included along with a glossary of 36 terms and a 20-item select bibliography. (LB)

ED 425 117 SO 030 524

A Call to Civil Society: Why Democracy Needs Moral Truths. A Report to the Nation from the Council on Civil Society.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Civics; *Democracy; *Moral Values; *Self Determination; Social Problems
IDENTIFIERS- Character Education

This report states there are at least 12 seedbeds of civic virtue considered to be the foundational sources of competence, character, and citizenship. The report also claims that the decline of these qualities is cause for weakening morality and the endangerment of continuing self-governance; and as the social morality deteriorates, life becomes harsher and less civil for everyone, and social problems multiply. The report states the primary challenge for the United States is the moral renewal of the democracy through three proposed goals: (1) to increase the likelihood that more children will grow up with their two married parents; (2) to adopt a new "civil society model" for evaluating public policies and solving social problems; and (3) to revitalize a shared civic story informed by moral truth. A strategy for renewal is given that outlines 41 recommendations to the family, community, religious institutions, voluntary civic organizations, the arts and art institutions, local government, primary and secondary education, higher education, business, labor, and economic

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Finance; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Legislation; Financial Support; Higher Education; Preservice Teacher Education
IDENTIFIERS- Congress 105th

This report describes the annual federal budget and appropriations process, which involves the President's budget request, Congress' Budget Resolution, and 13 appropriations bills by the House and Senate Appropriations Committees. The process involves reconciliation, which allows certain House and Senate authorizing committees to produce legislation making cost-reducing changes to programs under their jurisdiction, and rescissions, which allows the Congress and President to change their minds about earlier decisions. The fiscal year (FY) 1999 process started with the Presidents' budget request in February 1998. The House and Senate Budget Committees began working on the FY 1999 Budget Resolution. House Republicans had trouble bringing a Budget Resolution to the floor, and the 105th Congress failed to complete a Budget Resolution. Several Appropriations bills were not passed in time for FY 1999. Several continuing resolutions kept the government operating at FY 1998 funding levels while negotiations occurred on an Omnibus Appropriations bill, which would contain all unfinished bills in one piece of legislation. The FY 1999 District of Columbia Appropriations bill became a vehicle for considering contentious education issues. In October 1998, the Omnibus Appropriations bill was signed. The bill contains funding and authorizing language for the President's Class Size Reduction proposal and his America Reads initiative. A chart compares fiscal year 1998 appropriations, the President's funding request, Congressional requests, and the final fiscal year 1999 appropriations for selected education programs. (SM)

ED 425 137 SP 038 213

Cosgrove, Maryellen S.
Distance Education and Teacher Education at Armstrong Atlantic State University. Fastback 440.
SPONS. AGENCY- Phi Delta Kappa Educational Foundation, Bloomington, IN.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; College School Cooperation; Computer Mediated Communication; Computer Networks; Cross Cultural Studies; Cultural Awareness; *Distance Education; Educational Technology; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Teacher Collaboration; *Telecommunications

This publication describes some of the key technologies of distance education in the context of teacher education at Armstrong Atlantic State University, Georgia. The technologies permit college-to-school and school-to-school links, cross-cultural communication, and other expanded forms of communication. Section 1 examines distance education technologies, explaining that Armstrong Atlantic State University is a participant in the Georgia Statewide Academic and Medical System, the largest interactive distance education evaluation was implemented, and an individual conference invited feedback. Students were asked about how well they used the skills and the overall effectiveness of the ILP. Data analysis involved tallying survey forms and transcripts from interviews and reflective journals. Results indicated that this process helped students become conscientious learners. The instructor found that using learning contracts, appraisals, reflective journals, and conferences helped develop a rapport with students. (Contains 11 references.) (SM)

ED 425 155 SP 038 233

Connor, Kathy R.; Killmer, Nadine
A Comparison of Contextual Teacher Preparation Student Teachers with Traditionally Prepared Student Teachers (A Preliminary Study).
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Nontraditional Education; Preservice Teacher Education; Student Characteristics; Student Teacher Attitudes; Student Teacher Supervisors; *Student Teachers; Teaching Skills
IDENTIFIERS- *Alternative Teacher Education; Iowa State University; Project Opportunity

This study investigated differences between student teachers prepared in Iowa State University's contextual teacher preparation program (Project Opportunity) and student teachers prepared via traditional teacher education. Project Opportunity offered college-school collaboration and extensive field experiences at alternating rural, urban, and suburban sites. The study involved questionnaires to gather feedback from student teachers, university supervisors, and school cooperating teachers. The questionnaires examined prediction of success, confidence, professional background, personal attributes, instructional skill, classroom management, application of knowledge, holistic understanding, student interactions, university faculty interactions, and professional opportunities. Students were surveyed on all constructs, whereas cooperating teachers and supervisors were only surveyed for the first eight constructs. Data analysis indicated that the major constructs of Project Opportunity were working successfully, with students, faculty, and public school teachers noting specific areas of excellence in Project Opportunity students. Project Opportunity taught school and university faculty about the importance of bonding within a cohort, the need for enhanced opportunities in research, the necessity of incorporating more classroom management techniques into coursework, and the urgency for more early and frequent field experiences. Results showed that Project Opportunity students had higher confidence levels, advanced professional thinking, and a more holistic view in thinking than did traditionally prepared students. Project Opportunity students felt more confident in their interpersonal characteristics and professional abilities. (Contains 16 references.) (SM)

ED 425 156 SP 038 234

IDENTIFIERS- *York University ON
This study examined outcomes for graduates of York University (Ontario) immediately and 2 years after graduation. An initial survey was conducted at the time students graduated from the university's faculties of Arts, Fine Arts, Pure and Applied Science, and the Schulich School of Business (SSB) in the fall of 1995 and the spring of 1996. Two years later a telephone survey of the 1,434 respondents to the original survey was conducted. Of graduates not continuing their education, most had made a successful transition to the labor market, with employment comparable to the national average. Very few graduates reported being unemployed and looking for work. There were some faculty-based differences: the greatest number of graduates who were still students came from the Faculty of Pure and Applied Science; SSB graduates reported the greatest number of full-time jobs; and the greatest number of self-employed graduates came from Fine Arts. No significant differences in current activities were found for ethno-racial differences or gender. Data and text provide detail on the following: current activities of graduates, number of months before getting first full-time job, monthly income, job satisfaction, relationship of jobs to education, threat of layoff, and assessment of the university experience. (DB)

ED 424 837 HE 031 692

Morgan, Frank B.
Degrees and Other Awards Conferred by Degree-Granting Institutions: 1995-96. E.D. Tabs.
PUB DATE- 98
NOTE- 90p.; For the 1994-95 report, see ED 412 860.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Data Collection; *Degrees (Academic); Doctoral Degrees; Foreign Students; Higher Education; Majors (Students); Masters Degrees; *Minority Groups; National Surveys; Sex Differences; Tables (Data)
IDENTIFIERS- *Integrated Postsecondary Education Data System
This report presents data on degrees conferred by the nation's postsecondary education institutions. The report is based on the 1995-96 Integrated Postsecondary Education Data System's "Completion" survey of approximately 4,000 institutions in the 50 states and the District of Columbia. Highlights of the report include: 2.2 million degrees were awarded (about the same as the previous year), of which 24.7 percent were associate degrees, 51.8 percent were bachelor's degrees, 18.1 percent were master's degrees, 2.0 percent were doctoral degrees, and 3.4 percent were first-professional degrees; the majority of degrees were awarded by public institutions; the majority of degrees at the master's level and below were awarded to women; 18.2 percent of degrees were awarded to minority students, with their share of degrees highest at the associate level and lowest at the doctoral level; almost one-fifth of first-professional degrees were awarded to minorities, of these 42.6 percent were awarded to Asian/Pacific Islanders, 32.2 percent were awarded to Blacks, and 22.2 percent were awarded to Hispanics. A glossary is appended. (DB)

ED 424 838 HE 031 693

Fiscal Profiles, 1998. The Eighth in a Series of Factbooks about the Financing of California Higher Education.
PUB DATE- 98

children and adolescents are included in the collections of the seven public libraries in Franklin County, Ohio. Two core bibliographies were compiled through content analysis of selective bibliographic sources. Via dial-up access to library catalogs, the numbers of titles by audience, genre, publication dates, and reading levels were identified. A spreadsheet program was used to calculate results and present findings in tabular format. Consistent findings emerged among libraries having the highest to the lowest number of books by audience, genre, publication date, and reading levels. Within audience groups, books deemed for and about deaf/HOH (hard-of-hearing) persons ranked first to those solely for deaf readers or those about deafness in nearly every library. By genre, nonfiction books for and/or about deaf/HOH readers consistently outnumbered fiction books. By publication date, books published from 1988-1992 represented the greatest number of books available across libraries. Finally, K-2 readers showed the most books compared to other grade level groups. Eighteen tables are included, and appendices present content analysis and collection evaluation results, bibliographic sources used, subject headings, and booklists. (Contains 51 references.) (DLS)

ED 424 856 IR 057 221

Epps, Dorothy Anne
The Change in the Depiction of Alaskan Natives in Children's Fiction over Time.
PUB DATE- 97
NOTE- 85p.; Master's Research Paper, Kent State University. Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; *Alaska Natives; American Indians; Change; *Characterization; *Childrens Literature; Content Analysis; Cultural Traits; Eskimos; Ethnic Stereotypes; Fiction; Illustrations; Individual Characteristics; Picture Books; Regional Characteristics; Social Characteristics; Tables (Data)
IDENTIFIERS- Aleut (Tribe)

This study used content analysis to investigate the change, over time, in the depiction of Alaskan natives in children's fiction. The analysis was based on four broad categories: (1) physical traits, including physical features and types of clothing; (2) social traits, including language fluency, family associations, amount of formal education, types of occupations, and relationships with non-Alaskan natives; (3) cultural traits, including kinds of foods, types of tools and utensils, means of transportation, types of dwellings, and predominant social concern; and (4) story elements, including book genre, age and sex of the main character, setting, and predominant theme. The sample included 79 children's picture books and chapter books published between 1902 and 1994. Results showed that Alaskan natives were most frequently represented as dark-haired, dark-eyed Eskimos wearing fur coats and boots, who lived with their families in the wilderness and traveled by dogsled. The majority of the characters were shown living a traditional subsistence lifestyle, using traditional tools and utensils, and eating traditional foods. Each of the three native groups--Aleuts, Eskimos, and Indians--were represented, though not in proportion to the population. Two appendices contain the coding sheet and 34 data tables. (Contains 35 references.) (DLS)

"Dimensions and Discriminability: The Role of Controlled Vocabulary in Visualizing Document Associations" (David Dubin); (6) "An Overview of Results from Rutgers' Investigations of Interactive Information Retrieval" (Nicholas J. Belkin); (7) "Visualization and Cognitive Abilities" (Bryce L. Allen); (8) "Using IODyne: Illustrations and Examples" (Eric H. Johnson); (9) "OCLC Investigates Using Classification Tools To Organize Internet Data" (Diane Vizine-Goetz); (10) "Visualizing Digital Libraries" (Bob Zich, bibliography by Rich Greenfield); (11) "Information Analysis in the Net: The Interspace of the Twenty-First Century" (Bruce R. Schatz); (12) "Natural Language Processing for Information Retrieval and Knowledge Discovery" (Elizabeth D. Liddy); (13) "Building and Accessing Vocabulary Resources for Networked Resource Discovery and Navigation" (Joseph A. Busch); (14) "Using Electronic Services to Become an Internetworked Business: Blackwell's Electronic Journal Navigator--One Agent's Experience" (Suzanne Wilson Higgins, paper presented by Tina Feick); (15) "The Big Picture(sm): Visual Browsing in the Web and Non-Web Databases" (Gerry McKiernan); and (16) "Conference Wrap-Up" (Jeff Griffith). Biographical information on the contributors and an index are also included. (DLS)

ED 424 875 IR 057 243

Wright, Cora M.
Hot Links: Literature Links for the Middle School Curriculum.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Books; *Childrens Literature; *Curriculum Enrichment; Elementary School Curriculum; Fiction; *Instructional Materials; Intermediate Grades; Junior High Schools; Library Collection Development; *Library Materials; *Middle Schools; Nonfiction; Reading Materials; School Libraries; Secondary School Curriculum; Selection Tools

This resource, designed to help school library media specialists select the most exciting, curriculum-related literature for teachers and students in grades 5-9, contains approximately 300 contemporary and classic fiction and non-fiction titles selected on the basis of the quality of writing, interest level, appropriateness of illustration (if any), and current availability. In addition, all of the titles have strong connections to the middle school curriculum and lend themselves to educational extensions. Chapters cover: biographies; English--classics; English usage; fine arts; recent releases; high interest/low reading level material; mathematics; multicultural literature; myths, folktales, and legends; poetry; read-alouds; science; U.S. history; ancient and early cultures; sports and games; and unique presentations. Complete bibliographic information and annotations are included for each title. Curriculum links are noted for each book, and a reference chart lists all titles with their pertinent curriculum categories. An author-title index is included. (DLS)

ED 424 876 JC 980 454

Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Distance Education; *Educational Change; *Educational Technology; Educational Trends; Longitudinal Studies; Nontraditional Education; Surveys; Tables (Data); *Telecourses; *Two Year Colleges
IDENTIFIERS- Washington Community and Technical Colleges

In 1995 an inventory of 32 Washington State community and technical college distance education activities was completed. Data were collected for fiscal year 1994-1995 on classes, enrollment, and full-time equivalent students by funding source for eight predefined types of distance education: (1) correspondence courses; (2) telecourses; (3) audio teleclasses; (4) audiographic teleclasses; (5) one-way video teleclasses; (6) two-way video teleclasses; (7) computer/online conferencing; and (8) multimedia teleconferencing. Results from the survey, which has since been conducted yearly, established a baseline of distance education activity in Washington community and technical colleges. In this report, data are summarized by individual college profile, distance education implementation profile, and state system distance education efforts. Yearly summaries and comparisons are included to provide a perspective of distance education changes, patterns, and trends that occurred during the 4 years in which these studies were conducted. In 1997-1998, 2,608 distance learning classes were offered, with 33,209 students enrolled. Appended are the survey instrument, an operational definition of distance education and each of the eight distance education implementations, a report of the total instructional efforts for the Washington Community and Technical College System from all funding sources, and a chronology of key distance education developments in the college system. (EMH)

ED 424 897   JC 990 007

Craig, Ford M.
A Sampling of Distance Learning Compensation Practices 1998-99.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; College Faculty; Community Colleges; Comparative Analysis; *Compensation (Remuneration); *Distance Education; Educational Policy; *Program Design; Program Implementation; Surveys; Two Year Colleges
IDENTIFIERS- Mid Plains Community College Area NE

In order to facilitate the collective bargaining process for distance learning compensation at Mid-Plains Community College Area in Nebraska (MPCCA), a phone survey was conducted in 1998. All in-state, public 2-year community colleges were contacted regarding their compensation practices in this area. In addition, a sampling of public 2-year colleges from other states was included, as was one 4-year institution. Survey questions asked whether additional compensation was given to instructors for learning how to prepare a distance education class or for actually preparing it; if extra compensation was given for teaching the class; and if any additional compensation was given, what type was it (i.e., ongoing, or only for the first time the class was taught). Results, based on 20 college respondents, showed that: (1) only two colleges compensated instructors on an ongoing basis for the development of a distance learning course: Elgin Community College, at which additional pay stops after 2 semesters, and MPCCA; (2)

ED 424 916 PS 027 006

Casper, Lynne M.
My Daddy Takes Care of Me! Fathers as Care Providers. Current Population Reports. Household Economic Studies.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Child Caregivers; Demography; *Fathers; Parent Child Relationship; *Parent Role; *Population Trends; Statistical Data

This report examines statistical data on fathers caring for their children during mothers' working hours and which types of fathers are the most likely to take care of their children. Data are taken from the Survey of Income and Program Participation, a longitudinal survey conducted at four-month intervals by the Census Bureau. Care by fathers is considered to encompass, to some extent, all three of the components of fathers' involvement: interaction, availability, and responsibility. Fathers are more likely to care for their preschool-age children than for their grade school-age children. The article discusses changes in proportions of married fathers who care for their preschoolers while the mothers are at work. The likelihood of fathers being caregivers is related to employment status and occupation, the effect of the economy, family's financial status, veteran status, geographic location, residence in city or suburb, and number of children. Charts and graphs of the data are presented. (JPB)

ED 424 917 PS 027 007

Renwick, Margery
Your Children: Our Schools. A Guide for Korean Parents in New Zealand: Early Childhood Education Services and Primary Schools.
SPONS. AGENCY- Korean Educational Development Inst., Seoul.
PUB DATE- 97
NOTE- 55p.; Support for Research also provided by the Asia 2000 Foundation of New Zealand.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Cultural Awareness; Cultural Background; Elementary Education; English (Second Language); Ethnic Groups; Foreign Countries; *Immigrants; *Korean Culture; Multicultural Education; *Orientation Materials; *Parent Attitudes; Parent School Relationship; *Preschool Education; School Orientation; Second Language Instruction
IDENTIFIERS- Koreans; New Zealand

This booklet presents information on New Zealand early childhood education services and primary schools specifically for Korean immigrants. The booklet is based on interviews with 30 Korean families who recently decided to settle in New Zealand. Their experiences with New Zealand early childhood and primary schools are represented. The immigrants contributed ideas about the inclusion of information that future Korean immigrants would find helpful. The booklet discusses factors in choosing a primary school, including school enrollment schemes, religious values, presence of Korean students, support for non-English speaking students, students with special needs, and school

PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Early Childhood Education; *Educational Improvement; *Educational Policy; Educational Quality; *Educational Research; *Theory Practice Relationship
IDENTIFIERS- *National Center for Early Development and Learning; *SouthEastern Regional Vision for Education

SERVE, the Southeastern Regional Vision for Education, is a consortium of educational organizations whose mission is to promote and support the continual improvement of educational opportunities for all learners in the Southeast United States; SERVE is one of the ten Regional Education Laboratories funded by the U.S. Department of Education. In the fall of 1997, SERVE and the National Center for Early Development & Learning (NCEDL) held a conference in Fort Mill, South Carolina, the goal of which was to develop a model conference to help state policymakers turn research into policy and policy into practice. This booklet summarizes the proceedings of this conference. The booklet's contents are: (1) "Conference Summary"; (2) "Conference Background"; (3) "The Conference: Day 1," which covered research on quality early childhood programs, defining quality, and policy barriers to quality; (4) "The Conference: Day 2," which covered policy options for addressing barriers to quality; (5) "Conference Evaluation"; and (6) "Follow-Up Efforts." The booklet also contains the conference agenda, a list of participants, and information about SERVE and ordering SERVE publications. (EV)

ED 424 937 PS 027 051

Early Childhood Education Facilities Planner.
PUB DATE- 98
NOTE- 34p.; For related document, see ED 408 674.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Design Requirements; *Early Childhood Education; *Educational Facilities Improvement; *Educational Facilities Planning; Facility Guidelines; Facility Requirements; Program Descriptions; Public Schools; School Buildings; School Construction; School Space; Space Utilization
IDENTIFIERS- *North Carolina

This publication, a supplement to the "North Carolina Public School Facilities Guidelines," is intended as a resource to assist design professionals in planning facilities that meet the evolving needs of public schools in North Carolina. The publication specifically describes early childhood education programs and the facilities that support them. The guide is not designed to be comprehensive or all-inclusive, but provides an initial understanding of the nature and purposes of early childhood education programs around which facility designs evolve. The introductory portions of the guide describe some aspects of early childhood education programs and facilities that are similar among all programs; sample floor plans supplement and clarify printed descriptions. Following the introduction, the guide's contents are: (1) "Early Childhood Education Facilities" (indoor environment, outdoor environment, visibility, private spaces, noise, flexibility, square

ED 424 956 PS 027 086

Aksoy, Naciye
An Overview of Elementary Education in the United States: Past, Present, and Future with Its Organization, Nature of Program and Teaching Strategies.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Elementary Education; Individualized Instruction; Magnet Schools; *Nongraded Instructional Grouping; *Nontraditional Education; Public Education
IDENTIFIERS- Historical Background

Overwhelming scientific and anecdotal evidence indicates that the elementary school experience significantly shapes children's lives. This report examines the history of elementary education, and describes alternatives such as nongraded schools. The first part of the report describes the roots of elementary education in the United States, highlights the role of the blackboard as facilitating group instruction, and describes the emergence of elementary school as a distinctive institution. It also discusses the characteristics and impact of the progressive movement, the impact of Sputnik on American education, and the "back to basics" movement. The report identifies "giant steps backward" in American elementary education. The second part of the report provides an overview of educational alternatives at the elementary level, with a focus on nongraded programs. It describes the educational goals, organizational framework, curriculum, and teaching methods for nongraded programs. Individually guided education is described as an outgrowth of nongraded programs. The report also describes the characteristics of magnet schools. Concluding that new models for elementary education may be proposed to meet the new demands and address the changing characteristics of American life, the report suggests that technology, national standards, interdisciplinary instruction and charter school are promising trends for elementary education in the near future. Contains 24 references. (Author/KB)

ED 424 957 PS 027 087

Hill, Susan
Teen Births: A County-By-County Factbook. For Children for Ohio's Future.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Rate; Birth Weight; *Births to Single Women; *Counties; Demography; *Early Parenthood; Educational Attainment; Fathers; High Schools; Incidence; Marital Status; *Pregnant Students; Prenatal Care; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Well Being
IDENTIFIERS- *Indicators; *Ohio

This Factbook provides state- and county-level statistical histories of sexual abuse. This manual was developed by experts in the field of sexuality education for use primarily by foster parents with children in their custody. Chapter 1, "Discussing Sexuality with Young People," discusses the basics of talking about sexuality with children. Chapters 2 through 5 examine the sexual development, interests, and concerns typical of specific age groups and ways to address these issues with children. These chapters are: (2) "Birth-Age 5"; (3) "Ages 6-8"; (4) "Ages 9-13"; and (5) "Ages 14-18." Appendix A is a glossary on human sexuality, arranged according to topics. Appendix B describes different forms of sexually transmitted infections (STIs), how they are contracted, their symptoms, treatments, and the risks of ignoring them. Appendix C includes a list of telephone numbers of organizations that can provide information and other assistance on various matters of sexuality. Appendix D is a bibliography of resources for children, parents, and professionals on sexuality, reproduction, sexual abuse, STIs, adoption, and related topics. (LPP)

ED 424 975 PS 027 113

Johnson, James E.; Christie, James F.; Yawkey, Thomas D.
Play and Early Childhood Development. Second Edition.
PUB DATE- 99
NOTE- 372p.; Photographs by Francis Wardle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; *Child Development; Childhood Needs; Cultural Differences; Cultural Pluralism; Diversity (Student); *Early Childhood Education; Individual Differences; *Play; Special Needs Students; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Developmentally Appropriate Programs

The purpose of this book is to combine theory and research knowledge on a number of relevant topics in the literature on children's play and to draw out implications for practical application in early childhood education. The role of the adult in children's play is a major theme of the text and is informed by developmentally appropriate practice. Another major theme centers on diversity and individual differences as key concerns. Chapters include the following: (1) "Theories of Children's Play"; (2) "Play and Development"; (3) "Development of Play"; (4)"Individual Differences in Play"; (5) "Play in Diverse Cultures"; (6) "Play, Special Children, and Special Circumstances"; (7) "Adult Involvement in Play"; (8) "Observing Play"; (9) "Play Environments"; (10) "Play Materials"; and (11) "Play and Education." (Contains approximately 570 references.) (EV)

ED 424 976 PS 027 114

Carter, Margie; Curtis, Deb
The Visionary Director: A Handbook for Dreaming, Organizing, and Improvising in Your Center.
PUB DATE- 98
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

all children have the same opportunity to participate in the technological world of the 21st century. These programs can be used in different ways and can be viewed as points on a continuum. At the most open end of the continuum is the software that reflects the thinking of the user. At the most closed end of the continuum are programs that set problems and determine correct answers. Programs that are the most open are the most important ones if we are to prepare children well for the 21st century. Young children can learn that technological skills are socially desirable and expected of them or conversely that such knowledge is exclusive and more available to some people than to others. Teachers must consider the effect of offering middle-class children opportunities to play with technology and use it as a resource for their thinking while providing few such chances for poor children. Similarly, technology can be used primarily as an individual and autonomous activity, or it can encourage cooperation through networking and collaborative activity. (LPP)

ED 424 993 PS 027 179

Somerville, Scott W.
Families, Education, and the Technological Age.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Home Programs; *Home Schooling; Nontraditional Education; Parent Student Relationship; Parents as Teachers; Private Education

This paper discusses the use of technology by families who home school. Issues addressed include the extent of home schooling in the United States, the use of computers by home school families; how the home-schooling parent learns to teach; how the parent helps children learn, including a discussion of unit studies; whether fathers as well as mothers home school their children; and whether home school families can legally meet and share resources. (LPP)

ED 424 994 PS 027 180

Blondin, Mark; Blondin, Betsy; Blondin, Donald; Blondin, Kelly; Blondin, Stacy
People Make Dreams Come True, and Technology Expands the Possibilities: An Educational Journey across the United States.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; Home Programs; Home Schooling; Internet; *Nontraditional Education; Parent Student Relationship; *Parents as Teachers; World Wide Web

schools for not embracing technology and suggests that much of the current educational software is inadequate. The paper notes that home schooling families are creating a revolution in the educational software marketplace, because home school teachers are looking for the best tools available. The paper suggests that the computer can automate the drudge work such as developing lesson plans, record keeping, and generating drills and spelling lists, but it can go beyond these mundane uses to help children learn French, piano, typing, publishing, and more. (Author/LPP)

ED 425 013 PS 027 199

Jaffe, J. Michael; Aidman, Amy
Families, Geographical Separation, and the Internet: A Theoretical Prospectus.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communications; *Computer Mediated Communication; *Electronic Mail; *Family Mobility; *Family (Sociological Unit); *Internet; *Relocation

The perception and acceptance of the Internet as a personal communication channel, and the functional characteristics of the Internet, provide a new means for geographically separated friends and family members to communicate with one another. This paper presents a theoretical framework for the study of family communication and electronic mail. A review of connected issues is presented, including: (1) the Internet and trends in human communication; (2) definitions of the family; (3) what relocation means for individuals and families; (4) communication technologies; (5) theories of family communication processes; (6) individuals as members of organizations; (7) organizations and the Internet; and (8) media theory and the Internet. Conclusions of this theoretical review propose guidelines for applied research to examine Internet communication among nuclear families and geographically dispersed family and extended family members. Such research would be an important component in understanding the potentially central functions of computer-mediated communication in nuclear and extended family dynamics. The paper notes that findings of related research may be crucial for institutions concerned with social effects of geographic mobility and networked communication upon organizational members and their families. (LPP)

ED 425 014 PS 027 200

Orleans, Myron; Laney, Margaret C.
Early Adolescent Social Networks and Computer Use.
PUB DATE- 98
NOTE- 15p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Attitudes; *Computer Mediated

sustainable schools include: responding to the variation in types of rural communities; taking advantage of outside expertise; being sensitive to building design, construction, condition, and outfitting; broadening the search for resources and ideas beyond traditional thinking; assessing community assets; and investigating local, state, and federal funding and partnerships. (SAS)

ED 425 031 RC 021 670

Coppock, Marjorie L.
TAMIU College Student Survey, November 1997.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Coping; Higher Education; Hispanic Americans; Mexican American Education; *Nontraditional Students; Questionnaires; *Stress Variables; *Student Attitudes; *Student College Relationship; Student Needs; Student Personnel Services; Student Research; Student Surveys
IDENTIFIERS- *Texas A and M International University

In fall 1997, students in a Social Science Research Methods class developed and administered a survey questionnaire to assess the degree of stress experienced by students at Texas A&M International University (TAMIU). Located in Laredo, TAMIU serves communities along the Texas-Mexico border. The student body includes many older students who work, who have families, and who are the first in their families to attend college. The survey questionnaire was completed by 301 students, primarily full-time juniors and seniors. Respondents had an average age of 26, two-thirds were female, and 92 percent were Hispanic. About half of respondents felt overwhelmed during their freshman year, and 39 percent continued to feel overwhelmed. Over half found it hard to balance their responsibilities, 69 percent had more to do than they could get done, and 92 percent thought the university should have a counseling center. Over 60 percent did not exercise regularly, eat balanced meals, or get enough sleep. Open-ended questions addressed awareness and use of university health, counseling, and financial services; student influence on faculty and administrative decisions; and university conditions that contribute to student stress. This paper includes the survey questionnaire, response data, and general information on TAMIU. (SV)

ED 425 032 RC 021 682

Barnhardt, Ray; Kawagley, Angayuqaq Oscar
Culture, Chaos and Complexity: Catalysts for Change in Indigenous Education.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *Change Strategies; Cultural Differences; Cultural Maintenance; *Culturally Relevant Education; Educational Change; Educational Philosophy; Elementary Secondary Education; *Holistic Approach; Interdisciplinary Approach; Partnerships in Education; Rural Education; Science Education

growth in rural population in the 1990s. In addition to overall population growth, rural areas have seen increases in the younger population, minority groups, and immigrants. Recent immigrants present particular challenges to rural schools as they tend to have greater numbers of children and lower educational attainment and may require instruction in English as a second language. (Contains 12 references.) (SV)

ED 425 049 RC 021 758

Raywid, Mary Anne
Current Literature on Small Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Benefits; Educational Change; *Educational Research; Elementary Secondary Education; Literature Reviews; School Administration; *School Effectiveness; *School Size; *Small Schools; Student School Relationship
IDENTIFIERS- ERIC Digests

The small schools literature began with the large-scale quantitative studies of the late 1980s and early 1990s that firmly established small schools as more productive and effective than large ones. These studies confirmed various benefits of small schools--higher academic achievement, increased student satisfaction, and fewer dropouts and behavior problems--and discovered that small schools are particularly beneficial for disadvantaged students. Having built a strong quantitative case, the recent small-schools literature has focused on other areas. Work on policy issues associated with establishing and administering small schools has addressed optimum size, appropriate governance, equity concerns, relative costs of small and large schools, and teacher selection. Some recent studies have analyzed the essentials of small schools and the traits associated with success. Case studies of particular small schools and their successes and failures have been undertaken, and many confirm the findings of earlier large-scale quantitative research. Finally, small schools turn up increasingly in the school reform literature, and in some work, small size is considered essential to reform. (Contains 34 references.) (SV)

ED 425 050 RC 021 759

Kusimo, Patricia S.
Rural African Americans and Education: The Legacy of the Brown Decision. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Black Education; Black Students; Educational

PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Evaluation Methods; *Science Education; *Scientific Literacy; *Student Evaluation
IDENTIFIERS- Alternative Assessment

This collection of alternative assessment ideas in science includes state assessments, national and international assessments, performance assessments, portfolios, technical innovations, research about assessment, and current thinking on what should be assessed. All entries are alternative, meaning other than standardized and norm-referenced. A coded index is also included. (DDR)

ED 425 072 SE 061 889

Barry, Dana M.
Delicious Chemicals.
PUB DATE- 98
NOTE- 13p.; Paper presented at the North-East Regional Meeting of the American Chemical Society (Potsdam, NY, June 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Chemical Analysis; *Chemical Reactions; *Chemistry; Educational Strategies; *Energy; *Food; Higher Education; Nutrition; Relevance (Education); Science and Society; Science Instruction; Secondary Education

This paper presents an approach to chemistry and nutrition that focuses on food items that people consider delicious. Information is organized according to three categories of food chemicals that provide energy to the human body: (1) fats and oils; (2) carbohydrates; and (3) proteins. Minerals, vitamins, and additives are also discussed along with the food pyramid. A student activity that focuses on chemical analysis of food is also provided. (DDR)

ED 425 073 SE 061 891

Elementary Science: Authorized Resources Annotated List.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Educational Strategies; Elementary Education; *Elementary School Science; Foreign Countries; Knowledge Base for Teaching; Science Curriculum; *Science Education
IDENTIFIERS- Alberta

This comprehensive annotated resource list is designed to assist in the selection of science resources for elementary classrooms. This guide is organized by grade level, and within that heading by series and topic. Following the lists for individual grades is a list of elementary science resources, which are not topic specific, authorized for grades one through six. (Contains lists of general resources and suppliers and a title/series index.) (DDR)

ED 425 074 SE 061 892

August 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; *Democracy; *Democratic Values; Foreign Countries; Freedom
IDENTIFIERS- *Czech Republic

This paper examines the democratic changes that have occurred in the Czech Republic since 1989 and identifies three universal problems a democracy must address. Those problems include: (1) the problem of limits for majority rule; (2) the problem of limits for personal liberty and the power of government; and (3) the problem of limits for positive rights. The paper describes each of the universal problems of democracy, why each is a significant factor for the education of citizens, and how each problem should be treated in education for democratic citizenship. The three problems are considered generic to democracy wherever it is practiced and citizens must manage these problems effectively if their democracy is to survive. (EH)

ED 425 096 SO 029 383

Stine, Deborah E.
Gender Specificity and the Attrition Process in Education.
PUB DATE- 98
NOTE- 98p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). Also included is a summary of this paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attrition (Research Studies); *Beginning Teachers; *Employed Women; *Faculty Mobility; *Females; *Mentors; *Sex Differences; Sex Stereotypes; Social Science Research; Womens Studies
IDENTIFIERS- *Employee Attrition

This paper explores the question of why some beginning teachers terminate employment in the first 2 years and others do not. The investigation will be conceptually organized around the concepts presented in Becker and Carper's theoretical framework (1956). They identify four elements that beckon and retain individuals in an occupation: (1) occupational titles and associated ideology; (2) commitment to task; (3) commitment to particular organizations or institutional positions; and (4) significance for one's position in a larger society. A fifth related area is kinship responsibilities and family circumstances. The study examines each of these areas as related to beginning teachers and the attrition rate in the first two years. Nursing, social work, and teaching are reviewed and seen to have similarities in social attitudes toward the "semi-professions." Teaching, however, brings stability and the possibility of job-sharing, thus occasionally addressing familial responsibilities of its employees. The "helping" professions seem to exclude many man from its ranks. Rates of retention increase in these three professions when training and support is supplied for beginners in the areas of peer support and mentoring, inservicing to provide a clear definition of roles in the organization and its goals, valuing and positive self-esteem building of individuals, and participation in the decision making of the organization. Contains 38 references. (EH) institutions, and media institutions. A shared civic faith, a common civic purpose, and a public moral philosophy also are recommended. (LB)

ED 425 118 SO 030 525

Glenn, Norval D.; Gallagher, Maggie; Blankenhorn, David, Ed.
Closed Hearts, Closed Minds: The Textbook Story of Marriage. A Report to the Nation from the Council on Families.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; Divorce; Family Life; *Family (Sociological Unit); Health Education; Health Materials; Higher Education; *Marriage; Moral Values; One Parent Family; Quality of Life; Self Esteem; Sexuality; *Textbooks; Undergraduate Study

This report is a summary opinion of current undergraduate marriage and family textbooks. The report suggests some textbooks are deficient, erroneous, and distorted in information given about marriage. Subheadings include: (1)"Why Textbooks Matter"; (2) "The Textbook Story of Marriage"; (3) "The Dangerous Institution"; (4) "People Who Love Too Much"; (5) "Marriage as Horror Story"; (6) "Is Marriage Good for Anyone?"; (7) "Hiding the Costs of Family Disintegration"; (8) "Missing Children"; (9) "Grading the Textbooks"; and (10) "Why the Textbooks Are So Bad." Recommendations for improvement of undergraduate marriage and family textbooks are given. (LB)

ED 425 119 SO 030 550

Phipps, Barbara J.; Hopkins, Martha C.; Littrell, Rita L.
Teaching Strategies - Grades K-2. Master Curriculum Guide in Economics. Teacher Resource Manual and Student Activities.
PUB DATE- 98
NOTE- 155p.; For the "Teaching Strategies - Grades 3-4" guide, see SO 020 551.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Macroeconomics; Primary Education; *Social Studies; Supply And Demand; Teaching Guides; Teaching Methods

This teacher resource manual uses K-2 student 'wants' as a starting place for teaching economic education. The manual contains step-by-step lesson plans and reductions of the student pages for quick reference. Each lesson is divided into four parts: focus, prepare, teach, and connect. Part 1 shows how goods and services satisfy all people's economic wants. Part 2 introduces students to the world of work, showing them different resources that are used in producing goods and services. In part 3, students become aware of a world of scarcity and the need to make choices. Part 4 builds on young children's fascination with the adult world of work and teaches them about specialization and interdependence. Part 5 shows how consumers and producers are brought together through exchange, and students learn about the role of money in exchange. The final two lessons in part 5 review the concepts from all earlier lessons. Performance outcomes, a planning chart, and a 25-term glossary also are included in the manual. The companion student activities manual contains 26 supporting activities.

network in the world. Section 2 describes college-to-school links, explaining how distance education technology allows methods instructors to bridge the gap between college learning and school teaching. Section 3 examines school-to-school links via distance education technology, noting that classrooms of the future will include students who are actually sitting in other classrooms in the school, other schools in the community, and other locations around the nation or world. Section 4 describes how distance education technology promotes cross-cultural links, allowing students to meet other students from their own and other cultures. This section also includes a list of children's books that are appropriate for enhancing cross-cultural education. Section 5 describes teaching-learning links that are strengthened by distance education technology and offers a list of essentials for distance education that are equally applicable in a single, low-tech classroom. (Contains 46 references.) (SM)

ED 425 138 SP 038 214

Morsy, Zaghloul, Ed.
Thinkers on Education. Volume 1.
PUB DATE- 97
NOTE- 430p.; For Volumes 2-4, see SP 038 215-217.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Higher Education; Preservice Teacher Education
IDENTIFIERS- *Philosophers

This collection of essays targets universities, social science research institutes, teacher training colleges, and those who lecture and carry out research on the history of ideas and of education. It is the first volume in a series that presents, in English, French, and Spanish, a comprehensive view of great educators of every age and culture. Each essay includes two bibliographies, one that lists the works actually concerned with education and the other on the actual thinker. The essays are as follows: "Alain" (Philipe Foray), "Aristotle" (Charles Hummel), "Avicenna" (Abd al-Rahman Al-Naqib), "Andres Bello" (Gregorio Weinberg), "Bruno Bettelheim" (Karen Zelan), "Alfred Binet" (Rene Zazzo), "Pavel Petrovich Blonsky" (Mihail Gerasimovich Danilchenko), "Boutros Al-Boustani" (Khalil Abou Rjaili), "Martin Buber" (Kalman Yaron), "Cai Yuanpei" (Zhang Lizhong), "Edouard Claparede" (Danial Hameline), "Jan Amos Comenius" (Jean Piaget), "Condorcet" (Bernard Jolibert), "Confucius" (Yang Huanyin), "Roger Cousinet" (Louis Raillon), "Jan Wladyslaw Dawid" (Czeslaw Kupisiewicz), "Jean-Ovide Decroly" (Francine Dubreucq), "John Dewey" (Robert B. Westbrook), "Friedrich Adolph Wilhelm Diesterweg" (Karl-Heinz Gunther), "Emile Durkheim" (Jean-Claude Filloux), "Jozsef Eotvos" (Istvan Meszaros), "Erasmus" (Jean-Claude Margolin), "Al-Farabi" (Ammar Al-Talbi), "Adolphe Ferriere" (Daniel Hameline), "Celestin Freinet" (Louis Legrand), and an afterword (Juan Carlos Tedesco). (SM)

ED 425 139 SP 038 215

Morsy, Zaghloul, Ed.
Thinkers on Education. Volume 2.
PUB DATE- 97
NOTE- 419p.; This is the second in a series of four volumes that contain 100 monographs on thinkers on education. For Volumes 1,

Barnett, Lucy; Lenhardt, Bradley
The Preparation and Professional Development of Teachers in the Northwest: A Depiction Study. Revised Editon.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Faculty Development; Financial Support; Higher Education; Inservice Teacher Education; Labor Turnover; Mentors; Minority Group Teachers; Preservice Teacher Education; Student Characteristics; Teacher Certification; Teacher Characteristics; *Teacher Improvement; Teacher Qualifications; *Teacher Supply and Demand; Teachers
IDENTIFIERS- *United States (Northwest)

This report offers data from a depiction study that provides information on the context in which teachers in the Northwest U.S. must teach, current teacher supply and demand, teacher preparation in the Northwest, and current professional development activities and their funding sources. The study makes use of available local, state, regional, and national data. Examination of the setting and context in which teachers teach focuses on demographics, who the students are, what is known about the schools they attend, and what the implications of these data are for the preparation and professional development of teachers. Examination of the teacher workforce focuses on demographics, teacher qualifications, and the growing teacher demand (including the demand for minority teachers). Examination of teacher preparation and certification focuses on student teacher characteristics, student motivation to teach, and levels of certification. Examination of professional development highlights beginning teacher induction activities, mentoring, program characteristics and participation, school and district support for teacher development, program funding, teacher attitudes, and technology training. (Contains 23 references.) (SM)

ED 425 157 SP 038 235

Nichols, Joe D.; Sorg, Shelley
A Comparison of Two Dichotomous Field Experience Sites: Perspectives of a Pre-Service Teacher.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; Diversity (Student); Educational Environment; Elementary Secondary Education; *Field Experience Programs; Higher Education; Nontraditional Education; Observation; Observational Learning; Preservice Teacher Education; Self Efficacy; Student Behavior; Student Teachers; Student Teaching; Teacher Effectiveness; Teaching Experience; Teaching Methods
IDENTIFIERS- Dichotomous Variables; *Early Field Experience

Early field experiences for preservice teachers can serve as a catalyst for the development of new insights and instructional techniques, particularly if they are in diverse settings. This

NOTE- 164p.; For the previous factbook, see ED 413 827.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Enrollment; Expenditure Per Student; Financial Policy; Financial Support; Grants; *Higher Education; Long Range Planning; Private Colleges; Public Colleges; *Resource Allocation; State Regulation; State Universities; Statewide Planning; Statistical Data; Student Costs; Tables (Data); Trend Analysis
IDENTIFIERS- *California

This report presents detailed information about the financing of California postsecondary education from 1965-66 through 1998-99, and general data on California public elementary and secondary education financing. Among highlights of the 1998-99 budget are a nearly $1-billion increase in combined state and local funds to the community colleges, the California State University, and the University of California, in addition to $55 million to reduce student fees and fund enrollment growth. Most of the report consists of 96 tabular displays organized under 16 major categories: state general fund appropriations; the total state spending plan; funding per unit of full-time equivalent student enrollment; appropriations of funds for California higher education; categories of expenditures for the systems; student tuition, fees, and revenues; state financial aid; capital outlay funds; independent institutions in California and the nation; enrollments in California public postsecondary education; price (inflation) indices, income growth, and system financial support; actual and constant-dollar state-determined funds; Hastings College of the Law and public school support; per capita spending in California public education; education funding and enrollments in comparison to state funding and population growth; and national comparative higher education appropriations and expenditures. Appendices include cumulative percentage changes over time, definitions, and notes and sources. (Contains 26 references.) (DB)

ED 424 839 HE 031 694

Chandler, William L.; Nelson, Michael
Common Experiences in a Human Environment as a Source for the Dialogical Classroom.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Cultural Influences; Educational Philosophy; *Environmental Influences; Experiential Learning; Graduate Study; Higher Education; Interdisciplinary Approach; Reflective Teaching; Self Evaluation (Individuals); Student Experience; *Teacher Education; Teaching Methods; Undergraduate Study
IDENTIFIERS- *Dialogic Education

This paper describes the way two university instructors encouraged students to perceive and understand the influence of their personal environment. The classes, an undergraduate course and a graduate course in education, focused on the integration of art and science disciplines as students reflected on their experience of their environment. A sample activity required students to walk around a city block no less

ED 424 857 IR 057 222

McKibben, Suzanne J.
An Exploratory Survey of Digital Libraries on the World Wide Web: Art and Literature of the Early Italian Renaissance.
PUB DATE- 98
NOTE- 153p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Artists; Authors; *Electronic Libraries; Electronic Text; Foreign Countries; Information Systems; Italian Literature; Languages; *Renaissance Literature; *Visual Arts; *World Wide Web
IDENTIFIERS- Art Libraries; *Italy; *Renaissance; Web Sites

This study assessed the ongoing development of digital libraries (DLs) on the World Wide Web. DLs of art and literature were surveyed for selected works from the early Italian Renaissance in order to gain insight into the current trends prevalent throughout the larger population of DLs. The following artists and authors were selected for study: Dante Alighieri, St. Thomas Aquinas, Giovanni Boccaccio, St. Francis of Assisi, Jacopone da Todi, Francesco Petrarch, Cimabue, Duccio di Buoninsegna, Giotto di Bondone, Ambrogio Lorenzetti, Pietro Lorenzetti, and Simone Martini. Findings show that all have works located in DLs, yet none have their complete works available. Progress varies according to author/artist, with some works represented in multiple languages. Overall, 495 text files and 233 image files were located. Works located in DLs by type of developer are: academic institution (44%); private organization (15%); individual sponsored by institution (15%); corporate (15%); individual (10%); and museum (5%). Language of sites is: English (85%); Italian (33%); more than one language (31%); and single language (69%). Servers are located as follows: United States (56%); Italy (28%); Australia (8%); France (3%); Germany (3%); and Hungary (3%). Appendices contain lists of digital libraries included in the survey and digital texts/art by author/artist. (Contains 70 references.) (DLS)

ED 424 858 IR 057 223

Karpenko, Volodymyr
Evaluation of Metatags of Web Sites of the Ohio Public Library Network.
PUB DATE- 98
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Hypermedia; *Indexing; Information Retrieval; Library Networks; *Public Libraries; Statistical Analysis; Tables (Data); Use Studies; *World Wide Web
IDENTIFIERS- Dublin Core; Home Pages; HTML; *Metadata; Ohio; Search Engines; Web Pages; *Web Sites

This study was to conducted to define how metatags are used by Ohio public library webmasters and to determine the de facto standard for metatag usage. The 106 Ohio public library World Wide Web sites accessible through the Ohio Public Libraries Information Network (OPLIN) were evaluated using a statistical analysis of the HTLM code and content of the metatags. The

Puyear, Don
State Board of Directors for Community Colleges of Arizona.
Report of the Executive Director on State Board Issues.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *Community Colleges; *Educational Planning; Educational Policy; *Governance; *Governing Boards; Institutional Evaluation; Needs Assessment; School Effectiveness; *State Boards of Education; Two Year Colleges
IDENTIFIERS- Arizona Community Colleges

This report aims to assist the board in achieving its goals for 1999. Background and current status are reviewed for the following 12 topics: (1) transfer articulation; (2) educational competencies; (3) institutional effectiveness reporting; (4) addressing unmet needs of time and place-bound students; (5) policies regarding community college services outside district boundaries; (6) services to unorganized counties; (7) dual and concurrent enrollment of high school students; (8) developmental studies; (9) distance education; (10) bringing state board rules up to standards; (11) community college faculty certification; and (12) community college funding. Suggestions include continued monitoring of transfer articulation actions; planning for substantial completion in 1999 of distance education programs and institutional effectiveness reporting; determining action on dual and concurrent high school student enrollment and community college funding; and monitoring of developmental studies programs with no required board action. (AS)

ED 424 877 JC 980 455

Personnel & Materials Guidelines for Learning Resources Programs in Community Colleges.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Environment; *Educational Facilities Design; Educational Media; Educational Objectives; Enrollment; *Learning Resources Centers; Program Implementation; *Resource Materials; Two Year Colleges
IDENTIFIERS- Learning Resources Assn of the California Com Cols

In order to provide specific planning assistance, this paper describes three major components of a learning resources program: (1) the library or traditional print materials component; (2) the learning center component, which is an innovative learning environment offering individualized and conventional classroom instruction and/or non-traditional instruction directly to the students; and (3) the media services component, which includes audio-visual and/or non-book materials and includes the production and acquisition of instructional materials and the installation and operation of audio-visual equipment and materials. In all three components, instructional development for faculty and staff is imperative, as are facility design and types of instructional programs nine colleges did not extra compensate faculty for developing or learning to develop a distance learning course; and (3) 10 colleges did not give faculty extra compensation for teaching distance learning courses. A matrix of survey results details compensation by institution. (EMH)

ED 424 898 JC 990 008

Zeszotarski, Paula
Multiculturalism in the Community College Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Role; *Community Colleges; *Cultural Pluralism; *Curriculum Development; Educational Change; Futures (of Society); Institutional Mission; *Multicultural Education; Student Needs; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest introduces some definitions of multiculturalism, demonstrates why a multicultural curriculum is particularly important to community colleges, and provides case studies to illustrate ways in which multiculturalism is being incorporated into the curriculum. It suggests that multicultural courses be designed and offered to enhance students' ability to function in an increasingly diverse society and empower them as citizens. Providing a curriculum that reflects the experiences of a diverse population also helps retain traditionally underrepresented student populations--whom community colleges are largely responsible for educating--by virtue of its cultural relevance to all students. Efforts to incorporate a multicultural perspective into the community college curriculum may include creating new courses and revising existing ones, creating new departments and degree programs to support these courses, providing extracurricular activities, retraining faculty, and enhancing instructional materials. Establishing a multicultural requirement for graduation may also be a means of ensuring that students develop an understanding of the issues apparent in a pluralistic society. (Contains 10 references.) (EMH)

ED 424 899 JC 990 009

Freeland, Regina S.
Adjunct Faculty in the Community College.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; *College Faculty; *Community Colleges; Compensation (Remuneration); Educational Change; Educational Policy; *Faculty College Relationship; *Part Time Faculty; *Two Year Colleges

To meet the needs of ever-increasing enrollments, community colleges are using more part-time, or adjunct, instructors in lieu of full-time faculty. This practice has met with several problems, one of which is the sometimes uneasy relationship enrollment and admission policies. The publication examines characteristics of New Zealand primary schools, including school management, curriculum, the multicultural basis of schools, acknowledging cultural differences in teaching and learning, discipline, testing, homework, school buildings, and school expenses. Korean parents discussed the opportunities available for them for involvement in the schools, the differences between New Zealand and Korean childrearing practices, and the benefits and problems of life in New Zealand. (JPB)

ED 424 918 PS 027 008

Director Credentialing Info Packet.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Administrators; Certification; *Child Care Occupations; *Credentials; *Day Care Centers; Early Childhood Education; Higher Education; Professional Development; Teacher Education; Teacher Education Curriculum; Teacher Education Programs

This document presents some of the questions that are frequently asked about Director Credentialing programs at the individual and national level, and proposes answers. Topics covered include content and competency areas required by director credentialing programs, number of hours or credits required, and their relationships with licensing, higher education and state early childhood education career development efforts. The document covers issues of pilot program development and the consistency of programs across the country. It provides an overview of state and national director credentialing initiatives in table form, and tabulated information by state on the minimum pre-service training, annual ongoing training, and administrative training hours required for directors in child care centers. (JPB)

ED 424 919 PS 027 009

Research Findings Relevant to Director Credentialing.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Administrators; Certification; *Child Care Occupations; *Credentials; *Day Care Centers; Early Childhood Education; Educational Research; Higher Education; Literature Reviews; Professional Development; Teacher Education; Teacher Education Curriculum; Teacher Education Programs

This document presents literature review findings that provide background information on the director credentialing effort. Findings show that the director's role is essential to program quality and that director experience correlates with quality for children and their families. Research suggests training needs and the competencies or attributes of successful directors. Some articles indicate that consistency of training needs to be identified, and others have identified director problems and concerns. The case for training was found to footages, learning centers, technology, children with special needs, staff support spaces); (2) "Sample Floor Plans"; (3) "Space Relationships"; and (4) "Facilities Gallery" (with photographs). An appendix contains a checklist related to outside play area hazards, sample learning centers for early childhood education, and a list of additional resources. (EV)

ED 424 938 PS 027 052

The Children's Development Commission Act--H.R. 3637. Field Hearing before the Subcommittee on Capital Markets, Securities and Government Sponsored Enterprises of the Committee on Banking and Financial Services. U.S. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 76p.; Serial No. 105-67.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Educational Finance; *Federal Legislation; *Financial Policy; Financial Support; Government Role; Hearings; *Loan Repayment
IDENTIFIERS- *Congress 105th

This document presents testimony from the June 1998 hearing on the Children's Development Act (H.R. 3637) held before the Subcommittee on Capital Markets, Securities and Government Sponsored Enterprises. H.R. 3637 encourages the lending of resources to child care facilities by allowing a bank or lender access to a federal reinsurance program that would insure that the risk taken on by the lender would be guaranteed in some portion to be repaid from the insurance fund should the borrower default. The transcripts include statements from: (1) the assistant secretary of the Louisiana Department of Social Services; (2) the executive director of Woman's Hospital Child Care Center; (3) the program director of YMCA Istrouma Teen Learning Center; (4) the owner and president of Reynolds Academy of Preschool Learning; (5) the program manager of Partnerships in Child Care; (6) vice president of corporate affairs at Providian Financial Corporation; (7) Rep. Paul E. Kanjorski; and (8) Rep. Carolyn B. Maloney. (EV)

ED 424 939 PS 027 053

Little, Priscilla M. D.
Family Resource Centers: Where School Readiness Happens. Early Children's Digest.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Family Involvement; Family Programs; *Family School Relationship; Parent Education; Parent Materials; *Resource Centers; School Readiness
IDENTIFIERS- Family Resource and Support Programs; Family Support

When families take part in their young children's education programs, children do better in school. Many early childhood programs offer families the opportunity to participate in their children's learning through family resource centers. Family information on teen births in Ohio and discusses statewide trends from 1992 to 1996. The statistical portrait is based on 12 indicators: (1) number of infants born to teens; (2) teen birth rate; (3) repeat teen birth rate; (4) percentage of teen births to unmarried teens; (5) percentage of births to 18- and 19-year-old mothers without high school diplomas; (6) percentage of teen and adult births with low birthweights; (7) percentage of all adult births where the baby were low birthweight; (8) and (9) percentage of teen and adult births with inadequate early prenatal care; (10) age breakdown of fathers of infants born to teen mothers; (11) education of fathers, age 18 and older, of infants of teen mothers; and (12) age and race breakdown of teen mothers. The bulk of the report provides county profiles on the indicators. The major findings indicate that between 1992 and 1996, there were improvements in repeat births and early prenatal care and little change in teen birth rate, low birthweight births, high school completion, and teen mothers' age distribution. The percentage of births to unmarried teens increased between 1990 and 1996. Although most Ohio teen births are to whites, the black teen birth rate is high, and African-American teen mothers are less likely to be married or receive early prenatal care, and more likely to have low birthweight infants than white counterparts. Eight of the 10 counties with the worst teen birth rates are in rural Appalachian Ohio. However, urban counties account for half of Ohio teen births. (KB)

ED 424 958 PS 027 090

Funder, Kathleen, Ed.
Citizen Child: Australian Law and Children's Rights.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Advocacy; Child Support; *Child Welfare; *Childrens Rights; Civil Liberties; *Civil Rights; Educational Responsibility; Foreign Countries; *Government Role; International Law; Medical Services; Parent Rights; Public Policy; Welfare Services
IDENTIFIERS- *Australia; *United Nations Convention on Rights of the Child

Ratification by Australia of the United Nations Convention on the Rights of the Child in 1990 acted as a potent stimulus for a series of debates and controversies concerning the place of children in Australian society. The debate has largely taken place in relatively specialized forums involving lawyers, members of the judiciary, social philosophers, child advocates, and members of other interest groups. This book is designed to make the processes and outcomes of these debates accessible to a much broader audience. Contributors include some of Australia's foremost commentators on children's rights and child policy. Chapters are: (1) "Children's Rights: Setting the Scene" (Kathleen Funder); (2) "Reflections on Children's Rights" (Margaret M. Coady); (3) "Self, Self-Esteem and Sense of Place: An Australian Framework for Children's Rights Claims in the 1990s" (Moira Rayner); (4) "Children's Rights and Family Law" (John Faulks); (5) "Children's Rights in School Education" (Robert Ludbrook); (6) "The Child Protection and Welfare System" (Judy Cashmore and Sally Castell-McGregor); (7) "Kids, Cops, Lock Ups and the Convention on the Rights of the Child" (Danny Sandor); (8) "Medical Procedures for Children" (Loane

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Administrators; *Day Care; *Day Care Centers; Early Childhood Education; Educational Environment; Interprofessional Relationship; Preschool Teachers; Professional Development; Teacher Administrator Relationship; Work Environment

Written for child care center directors, this book offers a framework for thinking about and organizing the director's work along with principles and strategies to cultivate the kind of thinking and activities that support a vision of early childhood programs as learning communities. Chapter 1, "Guiding Your Program with a Vision," offers a vision of early childhood programs as the new neighborhoods of the twenty-first century, poised to cure the ills of society. Chapter 2, "A Framework for Your Work," suggests thinking of a director's work as a triangle, carefully balanced on all sides. The next three chapters offer details about working from each side of the framework, with principles and strategies to consider. Chapter 3, "Your Role in Building and Supporting Community," suggests principles such as making the center feel like a home and exploring and mediating conflicts. Chapter 4, "Your Role of Mentoring and Coaching," suggests principles such as giving thoughtful attention to the environment, and emphasizing dispositions as much as skills and knowledge. Chapter 5, "Your Role of Managing and Overseeing," suggests principles such as creating a continuous cycle of evaluation and planning, and viewing time as a building block. Chapter 6, "Moving from Surviving to Thriving--The Need for Nourishment and Activism," stresses the need for self-care and activism. The book's afterword describes promising early childhood alliances, community collaboration projects, and organizing efforts. The book contains 11 appendices: (1) "Conflict Resolution"; (2) "The Model Work Standards Assessment Tool"; (3) "Multiple Intelligences Checklists"; (4) "Calculation of the Full Cost of Quality Care"; (5) "Mock Invoice Reflecting Full Cost of Care; (6) "Teacher and Director Evaluation Materials"; (7) "Conference Attendance Planning Form"; (8) "Observation Form for Visiting Other Programs"; (9) "Meeting Requirements for Curriculum Planning"; (10) "Ten Dimensions of Organizational Climate Assessment Tool"; and (11) "Sample Licenser Self-Evaluation Tool." (LPP)

ED 424 977 PS 027 125

Beneke, Sallee
Rearview Mirror: Reflections on a Preschool Car Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 91p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Class Activities; Classroom Techniques; Cooperative Learning; Curriculum Based Assessment; Discovery Learning; *Documentation; Experiential Learning; Integrated Curriculum; Learning Activities; Personal Narratives; *Portfolio Assessment; Preschool Curriculum; Preschool Education; Problem Solving; Student Projects; Teacher Role; Teacher Student Relationship; Teaching Methods; Young

The Blondin family undertook a 9-month educational journey across the United States that revolved around a unique learning experience incorporating current technology. The family's three children were enrolled in Northwest Academy in northern Michigan, a science- and technology-based public academy for grades 6 through 12 that supported their plan to use e-mail and create a family Web site on the Internet as they traveled. Equipped with a laptop computer and a digital camera on loan from Northwest Academy and a desktop computer installed in their motor home, the Blondins began their technology-based travel school. The Web site was designed so students anywhere could tune in, share, and learn through their experiences and interact with the family. The family traveled more than 25,000 miles and visited 40 states. Reading, computer time, Web site building, e-mail, schoolwork, saxophone playing, and major discussions filled the travel hours. Using the Internet to communicate and build a Web site resulted in opportunities to meet interesting people. The Blondins became very creative in finding a phone jack for accessing the Internet with their laptop computer. These interactions and the educational nature of the project led to many discussions on education, technology, and where it is all headed. A list of places visited during the trip and commonly asked questions about the trip are appended. (LPP)

ED 424 995 PS 027 181

Burness, Patty
"Learn and Live": A Documentary Film from the George Lucas Educational Foundation.
PUB DATE- 98
NOTE- 3p.; In Its: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Documentaries; Educational Change; Educational Innovation; Educational Resources; *Educational Technology; Elementary School Students; Elementary Secondary Education; Instructional Improvement; *Instructional Innovation; *Partnerships in Education; School Business Relationship; *School Community Relationship; Secondary School Students; *Teacher Role; Teaching Methods; Videotape Recordings
IDENTIFIERS- George Lucas Educational Foundation CA; Technology Integration

"Learn & Live," a documentary film created by The George Lucas Educational Foundation and hosted by actor Robin Williams, profiles four K-12 school programs that are seeing positive results. In addition to these stories, the film shares insights from experts in education and technology to help explain why the innovations profiled in the film are important in helping to prepare learners of all ages to thrive in a rapidly changing, highly technological society. The film is supplemented by a 300-page resource book that includes essays from experts and practitioners, profiles, and contact information for hundreds of schools around the country that are implementing effective strategies and techniques. (LPP)

ED 424 996 PS 027 182

Communication; *Computers; *Early Adolescents; *Interpersonal Communication; Parent Child Relationship; Parent Role; Peer Groups; Peer Influence; *Peer Relationship; Sex Differences; *Social Networks

A research project was conducted to examine the interactions between the social networks of young adolescents and their computer usage. Particular attention was focused upon whether computers tend to isolate youthful users. Adult anxiety regarding the damaging effects of computers on children was assessed. Parental involvement, orientation to computers, and gender were the main variables studied. A case study approach was employed to gather observational data regarding the variety of interactional networks that framed the computer experience of a convenience sample of 32 subjects. The data were analyzed in terms of the reflexive co-construction of computer-oriented behaviors and their social interactions. The findings challenged the notion that heavy youthful computer users experience social isolation. Rather it was found that the interpersonal lives and computer activities of early adolescents reflexively amplified each other. Lower involvement of parents resulted in higher rates of peer socialization. Computer gaming was found to promote sociation under certain conditions. Online communication led to interpersonal communication in the presence of preexisting peer relations. It was also found that boys were more likely to socialize in relation to computers than were girls. The data were explained as consequences of context and gender-based differentiated styles of world-creating activity. Based on the findings, recommendations were made to parents encouraging a less fearful outlook on computers, and suggestions were offered on how teachers and parents could foster the integrative and developmental use of computers. (Author/LPP)

ED 425 015 PS 027 201

Swanson, Josephine A.; Mead, June P.; Haugan, Heidi L.
Using Internet Resources To Strengthen Community Programs and Collaborations for Children, Youth, and Families At Risk.
PUB DATE- 98
NOTE- 13p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; *Computer Literacy; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Electronic Mail; *Extension Education; Information Seeking; *Internet; Partnerships in Education; Training
IDENTIFIERS- New York; Technology Integration

A New York State Cornell Cooperative Extension project for children, youth, and families is implementing electronic connectivity or Internet access to support the development of computer literacy among staff and program participants and to promote positive program outcomes in communities at risk. Reducing Risks and Increasing Capacity (RRIC) is a 5-year annually renewable Cooperative State Research Education and Extension Service (CSREES) and U.S. Department of Agriculture State Strengthening Project now in its fourth year of funding. The project supports eight targeted New York State community programs located in Chemung, Jefferson, Monroe, Oneida, Onondaga, Orange, St. Lawrence, and Tompkins counties; each

IDENTIFIERS- Alaska; *Indigenous Knowledge Systems

The Alaska Rural Systemic Initiative (AKRSI) was established in 1994 under the auspices of the Alaska Native/Rural Education Consortium, representing over 50 organizations concerned with education in rural Alaska. Its purpose is to implement initiatives that systematically document the indigenous knowledge systems of Alaska Native peoples and develop pedagogical practices that integrate indigenous knowledge into all aspects of education. In practical terms, the intended outcome is increased recognition of the complementary nature of Native and Western knowledge, so both can be more effectively utilized in the school curriculum and educational philosophy. The AKRSI is organized around five initiatives: Native ways of knowing/teaching, culturally aligned curriculum, indigenous science knowledge base, elders and cultural camps, and village science applications. Each initiative is implemented in one of the five Alaska Native cultural regions each year on a 5-year rotational schedule. The following themes cut across all initiatives and regions each year: documenting cultural scientific knowledge, indigenous teaching practices, standards for culturally-based curriculum, teacher support systems, and appropriate assessment practices. Twelve activities used to implement the initiatives are briefly described. Entering its third year, the AKRSI has contributed to a decrease in the dropout rate and increases in student achievement scores; the number of rural students attending college; and the number of Native students pursuing studies in fields of science, math, and engineering. Contains 14 references. (TD)

ED 425 033 RC 021 683

Barnhardt, Ray; Dubbs, Patrick J.
The Log School: A Case for Appropriate Design.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indian Education; *Appropriate Technology; *Building Design; Built Environment; Cost Effectiveness; *Cultural Relevance; Culturally Relevant Education; Educational Environment; Educational Facilities Planning; Elementary Secondary Education; Rural Schools; *School Buildings; *School Community Relationship; Structural Elements (Construction)
IDENTIFIERS- *Alaska; *Log Buildings

For many remote northern communities, especially Native American communities, school design, construction, and heating would be more culturally and technologically appropriate if local materials and expertise were utilized. Following World War II, the period of the most rapid "de-localization" of northern communities, the allegedly uncomfortable log/frame schools were gradually replaced by larger, more modern, structures. The de-localized school's design is not congruent with local cultural configurations. Expensive, physically unsuitable, imported materials are used in construction done by imported laborers. The facility's electrical, heating (dependent on imported fuel), water, and sewer systems are costly to install and maintain. All of these factors lead to the school building being an alien object in the local indigenous community. Students are more likely to have a successful learning experience if the physical school environment reflects a culturally compatible social and physical environment in which

History; Educationally Disadvantaged; Elementary Secondary Education; *Rural Education; Rural Population; *School Desegregation; *School Resegregation; Student Empowerment
IDENTIFIERS- *African Americans; *Brown v Board of Education; ERIC Digests

This digest summarizes impacts of the Brown decision on school segregation and the educational condition of rural African American students today. In the 1990s, over 90 percent of rural African Americans live in the South and continue to suffer from high poverty rates and low educational attainment. In 1954, the Supreme Court decision in Brown et al v. Board of Education of Topeka et al abolished laws requiring or permitting school segregation in 21 states. Integration was achieved primarily by closing schools in African American neighborhoods and busing students. In response, many White communities withdrew support for public schools and established White private academies. In addition, resegregation occurred within schools via course assignments and "ability grouping." Other factors affecting educational outcomes for rural African Americans include combined negative effects of minority status and rurality, the massive loss of African American educators due to integration-related school closings and layoffs, educators' lack of focus on school factors that contribute to low achievement, and student resistance to "White" school norms. Educators interested in improving outcomes for rural African Americans can begin with an emancipatory pedagogy that goes beyond teaching basic skills to engage students in critical reflection about social realities. In addition, schools must work in partnership with African American parents and communities. (Contains 20 references.) (SV)

ED 425 051 RC 021 760

Boss, Judith A.
Outdoor Education and the Development of Civic Responsibility. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adventure Education; *Citizenship Responsibility; *Educational Strategies; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Outdoor Education; Participatory Research; Relevance (Education); School Community Relationship; Service Learning; *Social Responsibility; *Student Development
IDENTIFIERS- Cultural Journalism; *Environmental Ethic

This digest suggests how outdoor education and experiential learning can develop in students a sense of community participation and set them on a path of strong participation and civic responsibility. Following definitions of outdoor education and experiential learning, various outdoor and experiential approaches are described. Adventure education encompasses activities that have a certain amount of stress or risk; stimulates development of students' interpersonal competencies, leadership skills, and self-confidence; and nurtures respect for and connections with nature and community. Cultural journalism helps students understand the place where they live, their connections through friends and relatives to

SUPERSTARS III: K-2.
PUB DATE- 98
NOTE- 227p.; For related documents, see SE 061 893-894.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Elementary School Mathematics; Enrichment Activities; *Mathematical Enrichment; *Mathematics Education; *Mathematics Materials; Primary Education; *Problem Solving; *Self Motivation; State Curriculum Guides; Student Motivation; Volunteers
IDENTIFIERS- North Carolina

SUPERSTARS III is a K-8 program designed as an enrichment opportunity for self-directed learners in mathematics. The basic purpose of SUPERSTARS III is to provide the extra challenge that self-motivated students need in mathematics and to do so in a structured, long-term program that does not impinge on the normal classroom routine or the instructor's time. The program involves teachers, administrators, assisting adult volunteers, and parents in the learning process. Assisting adults devote a few hours each week to operate the system effectively in the school while an administrator provides visible support through coordinating the program in the schools. The levels of the program are named for the planets in the solar system. This packet contains materials for Kindergarten (Mercury), first grade (Venus), and second grade (Earth). Materials within each grade are organized into two sections. Section I contains general information about the program and variations on the basic model, information/checklist for principals, information checklist for assisting adults, information for teachers, and letters to participating students and their parents. Section II is comprised of the student worksheets and adult volunteer commentary for student worksheets. (PVD)

ED 425 075 SE 061 893

SUPERSTARS III: 3-5.
PUB DATE- 98
NOTE- 287p.; For related documents, see SE 061 892-894.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Elementary Education; *Elementary School Mathematics; Enrichment Activities; *Mathematical Enrichment; *Mathematics Education; *Mathematics Materials; *Problem Solving; *Self Motivation; State Curriculum Guides; Student Motivation; Volunteers
IDENTIFIERS- North Carolina

SUPERSTARS III is a K-8 program designed as an enrichment opportunity for self-directed learners in mathematics. The basic purpose of SUPERSTARS III is to provide the extra challenge that self-motivated students need in mathematics and to do so in a structured, long-term program that does not impinge on the normal classroom routine or the instructor's time. The program involves teachers, administrators, assisting adult volunteers, and parents in the learning process.

ED 425 097 SO 029 466

Ahonen, Sirkka
The Form of Historical Knowledge and the Adolescent Conception of It. Research Report 80.
PUB DATE- 90
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Development; *Concept Formation; Developmental Stages; Epistemology; Foreign Countries; Fundamental Concepts; History Instruction; Knowledge Representation; *Learning Processes; Thinking Skills
IDENTIFIERS- *Finland

This study reports on the historical conceptualization among Finnish 12-13 year-olds who were given a projective task to yield historical thinking. The case study examines expressions the subjects used and which were studied qualitatively, using "chunks of meaning" as units of analysis, in regard to both their meaning- content and their cognitive level. The adolescent expressions in the case represented varying meanings, e.g. causalism as well as intentionalism, which were only partially due to the cognitive level. The study was based on the assumption, appearing in cognitive psychology, that formal concepts in the process of learning may eventually be domain-specific. The concepts constituting the form of historical knowledge were established in theory, through a study of the philosophy of history. "Change" and "cause" were to be the ontological key concepts, and "evidence" and "interpretation" the epistemological key concepts. Due to the nature of historical knowledge, the analysis did not yield stipulative definitions but, instead, dimensions of meaning. (EH)

ED 425 098 SO 029 468

Brown, Wesley, Ed.
The Teachers & Writers Guide to Frederick Douglass. First Edition.
PUB DATE- 96
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Activism; Biographies; *Black Culture; *Black History; *Black Studies; Civil Liberties; Civil Rights; Civil War (United States); Secondary Education; *Slavery; Social Change; Social Studies; United States History
IDENTIFIERS- *Douglass (Frederick)

The 12 essays in this book provide a variety of ways to get students engaged and inspired by the "Narrative of the Life of Frederick Douglass, An American Slave" (1845). Most of the essays emphasize writing as a means for students to learn about Douglass, his times, and his legacy, as well as implications for the students themselves. Essays include: (1) "Knowledge Is Power" (Lorenzo Thomas); (2) "From the Heroic to the Personal" (Margot Fortunato Galt); (3) "Narrative of the Life of English 3B" (Marvin Hoffman); (4) "What Frederick Douglass Doing in a Place Like This?" (Douglas Day); (5) "Frederick Douglass" (Opal Palmer Adisa); (6) "Frederick Douglass and Elie Wiesel" (Peter E. Murphy); (7) "Going to See Frederick Douglass" (Martin Haber); (8) "Using Douglass' 'Narrative' as Motivation for Student Writing" (Charles Kuner); (9) "A 'Kindred' Assignment"

The pages include family letters, scripts, activity cards, patterns, and a variety of other classroom exercises in blackline master form. (LB)

ED 425 120 SO 030 551

Lieb, Cynthia; Stout, Robert L.
Teaching Strategies - Grades 3-4. Master Curriculum Guide in Economics. Teacher Resource Manual and Student Activities.
PUB DATE- 98
NOTE- 122p.; For the "Teaching Strategies - Grades K-2" guide, see SO 030 550.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Elementary Education; Grade 3; Grade 4; Macroeconomics; Role Playing; *Social Studies; Teaching Guides

This teacher resource manual for 3rd-and 4th-grade student's uses a wide variety of instructional activities for teaching economics education. The activities include role playing in small groups, producing bookmarks, and making decisions. Students are given the opportunity to interview adults, perform services for their families, do independent research, conduct experiments, and perform in skits. As a class they participate in a trading activity, engage in a classroom competition, and take part in a simulation. Discussion, reading, and writing clarify and reinforce the concepts that the activities are designed to teach. The manual contains 15 step-by-step lesson plans and reductions of the student pages for quick reference. Performance outcomes, a planning chart, and a 57-term glossary also are included. The companion student activities manual contains 39 supporting activities. The pages include family letters, scripts, activity cards, patterns, and a variety of other classroom materials in blackline master form. (LB)

ED 425 121 SO 030 561

Take a Field Trip through the 1980s. Celebrate the Century Education Series.
PUB DATE- 98
NOTE- 144p.; For similar kits covering the 1950s, 1960s, and 1970s, see ED 420 619, ED 421 448, and ED 421 450, respectively. Some pictures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Instructional Materials; *Material Culture; Modern History; Social Studies; *United States History
IDENTIFIERS- *Commemorative Stamps; Philately; *Postal Service; 1980s

This is one in a series of six kits that the U.S. Postal Service (USPS) is publishing to help teach through stamps the history of the 20th century and the people, places, and events that have shaped our nation during the past 100 years. Each kit is designed to be taught as a complete and independent unit. The kit, which focuses on the 1980s, contains: (1) 10 teacher's lesson cards; (2) a resource guide; (3) 30 topic cards; (4) 30 student magazines; (5) a poster; and (6) assorted other

3, and 4, see SP 038 214 and SP 038 216-217.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Higher Education; Preservice Teacher Education
IDENTIFIERS- *Philosophers

This collection of essays targets universities, social science research institutes, teacher training colleges, and those who lecture and carry out research on the history of ideas and of education. It is the second volume in a series that presents, in English, French, and Spanish, a comprehensive view of great educators of every age and culture. Each essay includes two bibliographies, one that lists the works actually concerned with education and the other on the actual thinker. The essays are as follows: "Paulo Friere" (Heinz-Peter Gerhardt), "Sigmund Freud" (Bernard Jolibert), "Friedrich Frobel" (Helmut Heiland), "Fukuzawa Yukichi" (Nishikawa Shunsaku), "Mohandas Karamchand Gandhi" (Krishna Kumar), "Al-Ghazali" (Nabil Nofal), "Francisco Giner de los Rios" (Julio Ruiz Berrio), "Dimitri Glinos" (Marie Eliou), "Paul Goodman" (Edgar Z. Friedenberg), "Antonio Gramsci" (Attilio Monasta), "Nikolay Grundtvig" (Max Lawson), "Maria Grzegorzewska" (Alicja Siemak-Tylikowska), "Georg Hegel" (Jurgen-Eckardt Pleines), "Johann Friedrich Herbart" (Norbert Hilgenheger), "Wilhelm von Humboldt" (Gert Hohendorf), "Torsten Husen" (T. Neville Postlethwaite), "Taha Hussein" (Abdel Fattah Galal), "Ivan Illich" (Marcela Gajardo), "Karl Jaspers" (Hermann Horn), "Gaspar Melchor de Jovellanos" (Angeles Galino Carrillo), "Marc-Antoine Jullien" (Jacqueline Gautherin), "Isaac Leon Kandel" (Erwin Pollack), "Immanuel Kant" (Heinrich Kanz), "Georg Kerschensteiner" (Hermann Rohrs), and "Ellen Key" (Thorbjorn Lengborn). (SM)

ED 425 140 SP 038 216

Morsy, Zaghloul, Ed.
Thinkers on Education. Volume 3.
PUB DATE- 97
NOTE- 403p.; This is the third in a series of four volumes that contain 100 monographs on thinkers on education. For Volumes 1, 2, and 4, see SP 038 214-215 and SP 038 217.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education
IDENTIFIERS- *Philosophers

This collection of essays targets universities, social science research institutes, teacher training colleges, and those who lecture and carry out research on the history of ideas and of education. It is the third volume in a series that presents, in English, French, and Spanish, a comprehensive view of great educators of every age and culture. Each essay includes two bibliographies, one that lists the works actually concerned with education and the other on the actual thinker. The essays are as follows: "Ibn Khaldun" (Abdelsselam Cheddadi), "Christen Mikkelsen Kold" (Jens Bjerg), "Janusz Korczak" (Tadeusz Lewowicki), "Nadezhda Konstantinova Krupskaya" (Mihail S. Skatkin and Georgij S. Tsov'Janov), "John Locke" (Richard Aldrich), "Anton Makarenko" (G.N. Filonov), "Mao Zedong" (Zhuo Qingjun), "Jose Marti" (Ricardo Nassif), "Mencius" (G.E. Zhengming), "Miskawayh" (Nadia Gamal Al-Din), "Montaigne" study provided one preservice teacher with two 30-hour field experience components at two diverse sites. The project involved a comparative analysis of two site-based teacher evaluation field experiences within a large school corporation in the midwest. The student observer conducted 30 hours of required field observation at each site over the course of two semesters. One site was in a large, traditional public high school, and the other site was in an alternative school-based program for habitual behavioral offenders. The student observer conducted interviews with students, teachers, and administrators throughout the observational period and compiled a subsequent field experience journal to reflect the activities. She observed behavioral issues, instructional methods, educational environments, and teacher effectiveness. Analysis of the observations indicated that each site's instructional intent inculcated students' self-responsibility. Each site effectively achieved its goals using dichotomous approaches in classroom management. The variability of student background made each site unique and responsive to its students' academic, behavioral, cognitive, and emotional needs. (Contains 21 references.) (SM)

ED 425 158   SP 038 236

Tomal, Daniel R.
A Five-Styles Teacher Discipline Model.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Black Students; *Classroom Techniques; *Discipline; High School Students; High Schools; Secondary School Teachers; *Student Behavior; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- African Americans

This paper presents a Five-Styles Teacher Discipline Model for helping teachers manage discipline. The model was developed based on a study of 120 teachers from a public school district in northeast Illinois. The students in the two participating urban schools were predominantly African American and from a lower socioeconomic status. Data were collected through group and individual interviews and limited teacher-student observations. The interviews focused on types of disciplinary problems, ways of handling them, typical discipline situations, student responses to discipline, and teacher's style with the students (assertive to supportive). The five styles for the model (enforcer, abdicator, supporter, compromiser, and negotiator) were formulated based upon the degree of a teacher's enforcing of rules and supporting of students. The results indicated that teachers utilized all five discipline styles in disciplining students. Those who used the negotiator discipline style exhibited a high degree of emphasis on enforcing and supporting, taking a win-win approach to disciplining students. They had the least amount of difficulty handling disciplinary problems. The negotiator style may offer the most effective approach to classroom discipline. (Contains 17 references.) (SM)

ED 425 159   SP 038 238

This is a step-by-step guide to designing and conducting an assessment of the in-house use of periodicals in a library. It focuses on in-house use because libraries that allow their periodicals to circulate probably already have mechanisms to track circulation. The guide consists of an explanatory text followed by a checklist. The checklist includes the factors that need to be considered in the planning stages for such a study. Each library can customize the study, choosing the factors and methods that suit the situation. The most important decision to be made is the purpose of the study. The design of a periodical use study should reflect the decisions to be made with the data obtained. The following sections of both text and checklist are included: (1) purpose of the study; (2) scope of the study; (3) methodology; (4) data tabulation; (5) publicity; (6) staffing; and (7) pilot study. The checklist also includes a section on costs of the study. A bibliography of 49 sources is included for further information. (SLD)

ED 425 174 TM 029 226

Ediger, Marlow
Evaluation of Reading Progress.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Context Effect; *Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Norm Referenced Tests; *Portfolio Assessment; *Reading Achievement; Self Evaluation (Individuals); Standardized Tests; *Student Evaluation

There are many procedures to use in the evaluation of student achievement in reading. Each has its pros and cons. No single approach will be perfect, but with a variety of approaches a teacher may determine how much progress each student has made. Standardized, norm-referenced tests, once so popular, have come into disfavor as reading evaluation methods because educators are coming to believe that it is not best to compare one student to another, but rather to assess each student's individual progress. In addition, there are no objectives that a teacher has access to in teaching students to do better on a norm-referenced test. It is assumed that all students have had access to the same or a similar curriculum. Criterion-referenced tests avoid some of the weaknesses of norm-referenced tests. Objectives are available for teacher use, and a major task of the teacher becomes aligning learning opportunities in reading with the stated objectives. Of course, there are some disadvantages to criterion-referenced tests, including the difficulty teachers may have in locating activities that harmonize with the stated objectives. Teacher observation is another way student reading achievement is assessed. The contextual assistance provided by the reading teacher as well as self-analysis by the involved student may really assist reading development. Discussions and conferences with pupils provide other ways to evaluate reading achievement. Another approach is through the use of portfolios, an approach that has become quite popular. Using the results from evaluation of student reading, a better reading curriculum could be developed. The best objectives, learning opportunities, and appraisal procedures should be stressed in ongoing lessons and units in the teaching of reading. (SLD) overall learning environment of the school. An appendix discusses how the study was conducted. (Contains 2 tables, 14 figures, and 23 references.) (SLD)

ED 425 192 TM 029 256

Vecchioli, Lisa
Evaluating Student Records Management Software.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Records; Computer Managed Instruction; Computer Software; *Computer Software Evaluation; Costs; *Criteria; Elementary Secondary Education; *Evaluation Methods; Needs Assessment; Selection; Student Evaluation; *Student Records; User Needs (Information)

This book establishes a framework that can be used to evaluate software for tracking and analyzing student records. First, it examines the characteristics the user should look for in a student-records management software package. Users should be aware of the dangers and costs of replacing a system or integrating new software into an existing system. How to make the selection process go smoothly is also discussed. Users will learn what to look for in database features, security, the user interface, system requirements, technical support, and training. The second part of the guide presents sets of criteria that can be used to evaluate software packages. These criteria cover all basic features of student-records management software. Three high-end systems are reviewed to show how the criteria are to be applied. These are: (1) "Registrar's Office" by Blackbaud; (2) "Win School" by Chancery; and (3) "Administrator's Plus" by Rediker. The final section of the guide gives an in-depth examination of the three high-end systems with a more thorough discussion of each system's strengths and weaknesses. The template this guide presents will enable a user to define the institution's needs and then design evaluation criteria to supplement those proposed in the guide to assure the most informed selection of software possible. One appendix contains vendor and product information, and the other is an evaluation checklist. (Contains 13 references.) (SLD)

ED 425 193 TM 029 262

Fogarty, Robin, Ed.; Bellanca, James, Ed.
Multiple Intelligences: A Collection.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Educational Assessment; Educational Practices; Educational Theories; Elementary Secondary Education; *Intelligence; Learning Disabilities; *Multiple Intelligences; Student Characteristics; *Student Evaluation; Talent; *Teaching Methods
IDENTIFIERS- *Gardner (Howard)

by project participants. Eighteen sources are suggested for further reading. (SLD)

ED 425 210 UD 032 620

Raising the Bar: An Overview of Washington's School Improvement Strategy.
PUB DATE- 97
NOTE- 41p.; A separately-published Spanish version of this brochure, entitled "Aumentando los Estandares Academicos", is appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; *Graduation Requirements; Mathematics; Reading; State Legislation; State Programs; *State Standards; *Testing Programs; Writing (Composition)
IDENTIFIERS- *Washington

This brochure describes the state of Washington's efforts to improve its educational program and to ensure that the state's young people are receiving the knowledge and skills they will need in the 21st century. In 1993, Washington established a Commission on Student Learning to work toward four educational goals. These goals call for students to: (1) read with comprehension, write with skill, and communicate effectively and responsibly; (2) know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; the arts; and health and fitness; (3) think analytically, logically, and creatively and integrate experience and knowledge to form reasoned judgments and solve problems; and (4) understand the importance of work and how performance, effort, and decisions affect career and educational opportunities. At the heart of the state's academic improvement efforts are high and clear academic standards in eight core areas. With these standards in place, schools are implementing a new assessment system that includes new tests at grades 4, 7, and 10 and classroom assessments for teachers to use every year. Informational score reports and increased teacher training will make sure that these assessments are useful and informative. Specific goals have been defined for the content areas of reading, writing, and mathematics, and some sample questions are presented from the tests for these subjects. A system is being developed to ensure that all Washington students receive the education they need and deserve. This accountability system will include predictable consequences for exceeding expectations or for failing to succeed, with assistance and intervention for schools and districts as needed. Once the schools have had time to implement the new standards fully, graduating seniors will be required to earn a Certificate of Mastery as evidence that they have met basic academic requirements. Earning the certificate will mean that students must show what they have learned rather than merely spending the required amount of time in class. A question-and-answer section discusses some of the issues of greatest concern to parents. Four Washington state resources for further information are listed. (SLD)

ED 425 211 UD 032 622

A Parent's Guide to Your Child's Academic Success.
PUB DATE- 97

to educational problems. The focus of the special issue is achievement, one of the most important issues in urban education today. "Achievement in Urban Schools: What Makes the Difference? A Conversation with Kati Haycock" by Ann Freel discusses the findings of the Education Trust in its report "Education Watch." "Are Urban Teachers 'Ready To Teach'? Helping Teachers Meet 21st Century Challenges" by Judy Taylor with Lenaya Raack and Ann Freel considers the types of professional development that make a difference for urban teachers and urban students. "Does Governance Reform Make a Difference" is a special section that explores the history of governance reform in U.S. cities and the governance strategies that promise to make a difference. Robin La Sota, in "It's Not All about Test Scores," provides an overview of proven classroom and school-community strategies that build positive youth development. "Successful Strategies for Schools Serving At-Risk Children: An Interview with Dr. Samuel Strongfield" by Glibel Gomez and Heidi Hulse Mickelson discusses a new study by the Center on the Social Organization of Schools at Johns Hopkins University about the types of school improvement programs that make the most difference in student achievement. The issue also points out additional resources that can help the urban educator, with emphasis on electronic resources. The North Central Regional Educational Laboratory is expanding its own focus on electronic media and expects to continue to bring information on educational research to the audience of "Cityschools" though electronic resources. (SLD)

ED 425 227 UD 032 639

"Just Call It Effective." Civic Change: Moving from Projects to Progress.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Change Agents; *Change Strategies; *Citizen Participation; *Community Change; Community Development; Elementary Secondary Education; Partnerships in Education; Program Implementation; Urban Areas; Urban Improvement; *Urban Problems

In 1992 the Pew Partnership launched a national initiative aimed at discovering new knowledge about how citizens accomplish significant, lasting improvements in their communities. The Partnership chose smaller cities as the focus for this experimental effort, granting each of 14 cities up to $400,000 for a 3-year period. Eight of the cities later received additional funds. Partner groups in these cities provided a 25% local match for all fundings. This report describes the projects, their approaches, and some of the consequences of their activities. Most of the projects were intended to bring about broad urban changes, but many had implications for educational improvement. Several focused on providing child and family services in partnership with schools. Some focused on cultural awareness and multicultural efforts, and one involved opening middle schools after hours for youth and community programs and services. As the partner groups unfolded their efforts over four stages, their insights into ways to accomplish civic change deepened. In the first stage, getting ready and getting started, the partner groups faced the dilemma of pace and channeling energy and enthusiasm. In the second stage, the dilemma was one of focus, with the associated

PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crisis Intervention; *Educational Planning; Elementary Schools; Elementary Secondary Education; Program Implementation; Resource Materials; *Responses; Staff Development; Training; *Urban Schools
IDENTIFIERS- Crisis Management

Schools are increasingly confronted with crisis events. This resource aid packet provides materials to facilitate planning and implementation of a school-based crisis response and related staff training. The packet is divided into four sections. The first offers a brief overview that can be shared with school staff to raise awareness about the need to plan and implement a response to school-based crises. The second section provides a set of guides and handouts for use in crisis planning and as aids for training staff to respond effectively. These include: (1) "Some Key Considerations in Establishing a System for School-Based Crisis Response"; (2) "Major Facets of Crisis Response"; and (3) "Responding to Crises: A Few General Principles." The third section contains materials to guide the organization and initial training of a school-based crisis team. The final section contains materials for use in ongoing training and as information handouts for staff and, in some cases, students and parents. Topics include community and gang violence, suicide, and family violence. (Author/SLD)

ED 425 245 UD 032 657

Stone, Clarence N., Ed.
Changing Urban Education. Studies in Government and Public Policy.
PUB DATE- 98
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Context Effect; *Educational Change; Educational Environment; Elementary Secondary Education; *Political Influences; School Desegregation; *School Restructuring; Tables (Data); Urban Areas; Urban Problems; *Urban Schools
IDENTIFIERS- *Reform Efforts

This collection explores the political context of efforts to change urban education. The contributors examine various issues in a variety of settings, and they show how hard it is to rearrange political relationships so that they will be conducive to school reform. The following essays are included: (1) "Introduction: Urban Education in Political Context" (Clarence N. Stone); (2) "Can We Desegregate Public Schools and Subsidized Housing? Lessons from the Sorry History of Yonkers, New York" (Jennifer Hochschild and Michael N. Danielson); (3) "Regionalism Forestalled: Metropolitan Fragmentation and Desegregation Planning in Greater New Haven, Connecticut" (Kathryn A. McDermott); (4) "Consensus Building and School Reform: The Role of the Courts in San Francisco" (Luis Ricardo Fraga, Bari Anhalt Erlichson, and Sandy Lee); (5) "The Challenge of School Reform in Baltimore: Race, Jobs, and Politics" (Marion Orr); (6) "Grassroots Action in East Brooklyn: A Community Organization Takes Up School Reform"

Behavior Problems: What's a School To Do?
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 8p.; Feature article from the newsletter, "Addressing Barriers to Learning" (vol.2, #2), of the Clearinghouse of the Center for Mental Health in Schools of the University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Interpersonal Competence; Problem Solving; School Safety; Self Control; *Student Motivation; Training
IDENTIFIERS- Control (Social Behavior)

To deal with behavior problems and create safe environments, schools increasingly have adopted social control practices. These include discipline and classroom management practices that analysts see as blaming the victim and modeling behavior that fosters, rather than counters, the development of negative values. To move beyond overreliance on punishment and social control strategies, there is ongoing advocacy of social skills training and new agenda for emotional skills training and character education. The suppression of undesired acts does not necessarily lead to desired behavior. Programs to improve social skills and interpersonal problem solving have been described as having promise both for prevention and correction, but studies to date indicate that only a limited range of skills have been acquired and that the generalizability and maintenance of these skills have been poor. Beyond discipline and skills training, there is a need to address the roots of misbehavior and the underlying motivational bases for such behavior. The aims of programs to address motivational issues are to: (1) prevent and overcome negative attitudes toward schools and learning; (2) enhance motivational readiness for learning and overcoming problems; (3) maintain intrinsic motivation throughout learning and problem solving; and (4) nurture the type of continuing motivation that results in students engaging in activities away from school that foster the maintenance, generalization, and expansion of learning and problem solving. Alternative strategies to improve motivation should create greater feelings of self-determination, competence, and relatedness than usually result from the youngsters' deviant actions. (Contains 16 references.) (SLD)

ED 425 262 UD 032 680

Duncan, Greg J., Ed.; Brooks-Gunn, Jeanne, Ed.
Consequences of Growing Up Poor.
PUB DATE- 97
NOTE- 660p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; *Children; *Disadvantaged Youth; *Economic Factors; Educational Attainment; Elementary Secondary Education; *Poverty; Public Policy; Tables (Data); Urban Problems; Urban Schools; *Urban Youth; Well Being

The consequences and correlates of growing up poor as well as the mechanisms through which poverty influences children are

ED 425 175 TM 029 231

Pommerich, Mary; Nicewander, W. Alan
Estimating Average Domain Scores.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability; *Estimation (Mathematics); Group Membership; *Item Response Theory; Sample Size; *Scores; Simulation; *Test Format; Test Items
IDENTIFIERS- *Domain Knowledge

A simulation study was performed to determine whether a group's average percent correct in a content domain could be accurately estimated for groups taking a single test form and not the entire domain of items. Six Item Response Theory (IRT) -based domain score estimation methods were evaluated, under conditions of few items per content area per form taken, small domains, and small group sizes. The methods used item responses to a single form taken to estimate examinee or group ability; domain scores were then computed using the ability estimates and domain item characteristics. The IRT-based domain score estimates typically showed greater accuracy and greater consistency across forms taken than observed performance on the form taken. For the smallest group size and least number of items taken, the accuracy of most IRT-based estimates was questionable; however, a procedure that operates on an estimated distribution of group ability showed promise under most conditions. An appendix discusses estimating mean group ability using a latent-variable regression model. (Contains 5 tables, 12 figures, and 21 references.) (Author/SLD)

ED 425 176 TM 029 238

Blankmeyer, Eric
Robust Means and Covariance Matrices by the Minimum Volume Ellipsoid (MVE).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algorithms; Chi Square; *Estimation (Mathematics); *Robustness (Statistics); *Sample Size
IDENTIFIERS- *Covariance Matrices; Mean (Statistics); *Minimum Volume Ellipsoid

P. Rousseeuw and A. Leroy (1987) proposed a very robust alternative to classical estimates of mean vectors and covariance matrices, the Minimum Volume Ellipsoid (MVE). This paper describes the MVE technique and presents a BASIC program to implement it. The MVE is a "high breakdown" estimator, one that can cope with samples in which as many as half the observations are contaminated. Samples from a multivariate normal distribution form ellipsoid-shaped "clouds" of data points. The MVE corresponds to the smallest such point cloud containing at least half of the observations, the uncontaminated portion of the data. These "clean" observations are used for preliminary estimates of the mean vector and the covariance matrix. Using these estimates, the program next computes a robust Mahalanobis distance for every observation vector in the sample. Observations for which the robust Mahalanobis distances exceed the 97.5% significance level for

As a concise resource for Howard Gardner's theory of multiple intelligences and its implications for schooling around the world, this collection is designed for educators, parents, and others interested in education. The first section discusses Gardner and his background, and the second section expounds his theory. The third section explores the practical applications of the theory, and the fourth expands on these applications. The final section describes some special applications. The following essays are included: (1) "An Interview with Howard Gardner" (Robert J. Kirschenbaum); (2) "Profile: Howard Gardner" (David E. Fernie); (3) "Reflections on 'The Unschooled Mind': An Interview with Howard Gardner" (Jacqueline Anglin); (4) "The Development and Education of Intelligences" (Joseph Walters and Howard Gardner); (5) "The Theory of Multiple Intelligences" (Howard Gardner); (6) "Varieties of Excellence: Identifying and Assessing Children's Talents" (Mindy Kornhaber and Howard Gardner); (7) "Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences" (Howard Gardner and Thomas Hatch); (8) "A School for All Intelligences" (Tina Blythe and Howard Gardner); (9) "Multiple Intelligences Theory: Creating the Thoughtful Classroom" (Noel White, Tina Blythe, and Howard Gardner); (10) "Multiple Intelligences in Action" (Bruce Campbell); (11) "From Theory to Practice: Indianapolis' Key School Applies Howard Gardner's Multiple Intelligences Theory to the Classroom" (Patricia J. Bolanos); (12) "Different Child, Different Style: Seven Ways To Reach and Teach All Children" (Kathy Fagella and Janet Horowitz); (13) "Learning Differences--Not Disabilities" (Thomas Armstrong); (14) "Gardner's Multiple Intelligences Theory: An Evaluation of Relevant Research Literature and a Consideration of Its Application to Gifted Education" (Dona Matthews); (15) "Using Multiple Intelligences To Set Goals" (Launa Ellison); (16) "Multiple Intelligences: Seven Ways To Approach Curriculum" (Thomas Armstrong); (17) "Multiple Technologies for Multiple Intelligences" (Dee Dickinson); and (18) "Project Spectrum: An Innovative Assessment Alternative" (Mara Krechevsky). Most of the chapters contain references. (SLD)

ED 425 194 TM 029 264

Burke, Kay, Ed.
Authentic Assessment: A Collection.
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Budgeting; Curriculum Development; *Educational Assessment; Educational Trends; Elementary Secondary Education; *Performance Based Assessment; *Portfolio Assessment; Standardized Tests; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Authentic Assessment

The essays in this collection consider the meaning of authentic assessment and the implications of its use. "Section 1: Assessing Assessment" includes the following essays: (1) "The Nation's Report Card Goes Home: Good News and Bad about Trends in Achievement" (Robert L. Linn and Stephen B. Dunbar); (2) "Budgets, Politics, and Testing" (Chris Pipho); and (3) "Why We Need Better Assessments" (Lorrie A. Shepard). "Section 2: Testing and Thoughtfulness" includes the following essays: (4) "Testing and Thoughtfulness" (Rexford Brown); (5) "Project Spectrum: An Innovative Assessment Alternative" (Mara

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Graduation Requirements; *Parent Participation; Parents; State Legislation; State Programs; *State Standards; *Testing Programs
IDENTIFIERS- *Washington

This booklet is designed to help parents understand how Washington schools are raising their academic standards. It also points out questions parents should ask about their children's schools and describes some at-home activities that will help a child make the most of time in and out of the classroom. The educational improvement effort in Washington encompasses clear and challenging standards, a focus on reading as the foundation for learning, measurement of each student's progress, the reduction of bureaucratic rules and regulations, and accountability. One level of accountability will be the Certificate of Mastery that each student will be required to earn before high school graduation. The state's new standards are a blend of general goals and more specific items for elementary, middle, and high school students. The general goals are called "essential academic learning requirements." Examples are given of these essential learning requirements in mathematics. Washington will be using a new assessment system to measure student achievement. Tests will be given to all students in grades 4, 7, and 10 to see how well students and schools are doing, and schools will use other assessments more frequently to evaluate student progress. These tests can be the basis for parent questions about how well the child and the school are doing. Ten questions parents ought to ask about their children's schools are listed. These include questions about curriculum and teaching, the use of educational technology, the approach to student diversity of learning styles and backgrounds, and matters of school policy, such as discipline. Parents can help children become eager and effective learners if they feed their children's curiosity and encourage their children to develop strong relationships with other adults who support parental efforts to raise healthy and successful children. Some activities to do at home are described for each of the eight academic subject areas covered by the new standards. Parent participation in the schools is highlighted as a way to know what is really happening in school. (SLD)

ED 425 212 UD 032 623

McGinnis, Kathleen
Celebrating Racial Diversity.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Diversity (Student); Elementary Secondary Education; Ethnic Groups; *Multicultural Education; Preschool Education; *Racial Bias; Racial

challenges of discovering enough agreement to maintain a focus toward the program's specific valued outcomes. In the third stage, partner groups carried out work that made the experience of community more tangible to civic change practitioners and other citizens. In some communities, this also made possible a significant integration of economic-development and community-development efforts. The fourth stage of growth was that of building civic change capacity. Of the 14 groups, 12 have found ways to continue their civic change efforts, and the other 2 groups have found ways to continue some aspects of their work under different auspices. The early efforts of these projects have value for anyone interested to improvements in urban life in the United States. Eight hypotheses of civic change are presented. (SLD)

ED 425 228 UD 032 640

Dropout Prevention. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Demonstration Programs; *Dropout Prevention; Dropouts; *High School Students; High Schools; Internet; Intervention; Language Minorities; Models; Potential Dropouts; Program Evaluation; Reference Materials; Resource Materials; Student Motivation

This packet contains materials and lists resources to help those concerned with preventing students from dropping out of school. The packet begins with excerpts from a report prepared by the American Institutes for Research (Robert J. Rossi and others) on the "Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program." The report highlights the topic and implications from the work carried out by the various projects. A quick overview of some basic resources follows, with selected references, organizations and advocacy groups, Internet resources, brief descriptions of 34 model programs, and some consultant names grouped by region. Order forms for publications from the National Dropout Prevention Center and related newsletters and journals are also included. A sample digest from the Educational Resources Information Center (ERIC) discusses dropout intervention and language minority youth. This digest illustrates the kinds of materials available from ERIC. A brief article by L. Taylor and H. Adelman, titled "School Avoidance and Dropout: Motivational Underpinnings and Intervention Implications," follows. Also supplied are excerpts from "Dropping Out: How Much Do Schools Contribute to the Problem?" (Gary Wehlage and Robert Rutter, "Teachers College Record," n87 p374-92). (SLD)

ED 425 229 UD 032 641

What Schools Can Do To Welcome and Meet the Needs of All Students and Families. Guidebook.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 632p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.

(Timothy Ross); (7) "Strategy and Tactics in Subsystem Protection: The Politics of Education Reform in Montgomery County, Maryland" (Cheryl L. Jones and Connie Hill); (8) "Corporate Influence on Chicago School Reform" (Dorothy Shipps); (9) "School Politics in Houston: The Impact of Business Involvement" (Thomas Longoria, Jr.); (10) "Education and Regime Change in Charlotte" (Stephen Samuel Smith); (11) "Changing Urban Education: Defining the Issues" (Kathryn M. Doherty); (12) "Civic Capacity and Urban School Reform" (Clarence N. Stone); and (13) "Changing Urban Education: Lessons, Cautions, Prospects" (Michael N. Danielson and Jennifer Hochschild). Each chapter contains endnotes. (Contains 2 figures and 14 tables.) (SLD)

ED 425 246 UD 032 658

Cushman, Ellen
The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community.
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Communicative Competence (Languages); Ethnography; Inner City; *Language Proficiency; *Literacy; *Politics; Research Methodology; Speech Communication; *Urban Youth
IDENTIFIERS- African Americans; Institutional Responsiveness

This study explores the linguistic abilities and political insights of African Americans in the inner city, focusing on the women and children of one particular neighborhood. Many of the research conversations were conducted with 12 members of 2 families. Based on more than 3 years of fieldwork, the book presents the oral, literate, and analytical strategies inner city residents use to gain resources, access to social institutions, and respect. The first chapter, "The Struggle and the Tools," provides an overview of the developmental process of learning, transferring, and evaluating. The second chapter, "Activist Methodology," discusses how the activist methods of the study resulted in a mutually rewarding relationship between the residents and the researcher. Chapter 3, "African Americans and Quayville," sketches the historical and community context of the study, and chapter 4, "The Language of Eviction," surveys the cyclic process by which language processes develop in this community. Chapters 5 and 6, "Institutional Language in an Inner City" and "'Racism Always on the Front of My Mind,'" examine the first phase of linguistic development and explore the effects that learning institutional language has on individuals' self-perceptions. Chapters 7 and 8, "'An Everyday Fight To Get Us Simple Respect'" and "The Transfer of Language in Gatekeeping Interactions," reveal how community members transfer their community-based language skills to their encounters with institutional agents. Chapters 9 and 10, "Evaluating the Tools" and "'Your Honor, I Just Can't Control Him Anymore,'" show the final phase in the process of institutional language development, focusing on the interaction among two teenage males, their mother, and a judge. Chapter 11, "Language and Power in the Everyday," continues the discussion of hegemony grounded in the daily lives and rhetorical and political tactics of inner city residents. (Contains 8 figures, 2 tables, and 118 references.) (SLD)

ED 425 247 UD 032 659

explored. This book is organized with a primary focus on research findings and a secondary concern with policy implications. The chapters are: (1) "Poor Families, Poor Outcomes: The Well-Being of Children and Youth" (Jeanne Brooks-Gunn, Greg J. Duncan, and Nancy Maritato); (2) "Poverty Trends" (Donald J. Hernandez); (3) "Parent Absence or Poverty: Which Matters More?" (Sara S. McLanahan); (4) "Trends in the Economic Well-Being and Life Chances of America's Children" (Susan E. Mayer); (5) "Effects of Long-Term Poverty on Physical Health of Children in the National Longitudinal Survey of Youth" (Sanders Korenman and Jane E. Miller); (6) "Poverty and Patterns of Child Care" (National Institute of Child Health and Development (NICHD) Child Care Research Network); (7) "Consequences of Living in Poverty for Young Children's Cognitive and Verbal Ability and Early School Achievement" (Judith R. Smith, Jeanne Brooks-Gunn, and Pamela K. Klebanov); (8) "Economic Resources, Parental Practices, and Children's Well-Being" (Thomas L. Hanson, Sara McLanahan, and Elizabeth Thomson); (9) "Psychosocial Morbidity among Poor Children in Ontario" (Ellen L. Lipman and David R. Offord); (10) "Family Economic Hardship and Adolescent Adjustment: Mediating and Moderating Processes" (Rand D. Conger, Katherine Jewsbury Conger, and Glen H. Elder, Jr.); (11) "The Influence of Poverty on Children's Classroom Placement and Behavior Problems" (Linda Pagani, Bernard Boulerice, and Richard E. Tremblay); (12) "The Role of Family Income and Sources of Income in Adolescent Achievement" (H. Elizabeth Peters and Natalie C. Mullis); (13) "Poverty during Adolescence and Subsequent Educational Attainment" (Jay D. Teachman, Kathleen M. Paasch, Randal D. Day, and Karen P. Carver); (14) "Childhood Poverty and Adolescent Schooling and Fertility Outcomes; Reduced-Form and Structural Estimates" (Robert Haveman, Barbara Wolfe, and Kathryn Wilson); (15) "Race, Sex, and the Intergenerational Transmission of Poverty" (Mary Corcoran and Terry Adams); (16) "The Effects of Parents' Income, Wealth, and Attitudes on Children's Completed Schooling and Self-Esteem" (William Axinn, Greg J. Duncan, and Arland Thornton); (17) "Does Poverty in Adolescence Affect the Life Chances of High School Graduates?" (Robert M. Hauser and Megan M. Sweeney); and (18) "Income Effects across the Life Span: Integration and Interpretation" (Greg J. Duncan and Jeanne Brooks-Gunn). (Contains 28 figures, 149 tables, and numerous references.) (SLD)

ED 425 263   UD 032 681

Urban After-School Programs: Evaluations and Recommendations.
  ERIC/CUE Digest, Number 140.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071),Information Analyses/State-
  of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *After School Programs; *Disadvantaged Youth;
  Elementary Secondary Education; Enrichment Activities;
  Extracurricular Activities; *High Risk Students; Low Income
  Groups; Parent Participation; Poverty; *Program Effectiveness;
  Program Evaluation; Research Methodology; *School Recreational
  Programs; Urban Schools; *Urban Youth
IDENTIFIERS- ERIC Digests

Interest in the quality of after-school programs has been the chi-square distribution are flagged as probable outliers. Applications of the MVE are outlined, and a BASIC program is provided so that users can try the algorithm on small or medium data sets before obtaining a more comprehensive version. (SLD)

ED 425 177 TM 029 239

Chase, Clinton I.
Contemporary Assessment for Educators.
PUB DATE- 99
NOTE- 444p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Computer Assisted Testing; *Educational Assessment; Elementary Secondary Education; Essay Tests; Grading; Objective Tests; *Performance Based Assessment; *Reliability; Statistical Analysis; *Student Evaluation; Tables (Data); *Test Construction; Test Interpretation; Test Use; *Validity

This book provides basic skills and knowledge about assessment so that teachers can expand their ability to deal with appraisal problems in their own settings. The first section deals with the basic principles of assessment. The second section concerns creating and applying assessment tools. The third section reviews issues in understanding and interpreting published tests, and the fourth section deals with summarizing the achievement of teachers and children in various school programs. The following chapters are included: (1) "Underpinnings of Educational Assessment"; (2) "Constructing Measurable Learning Objectives"; (3) "Validity: What Does This Test Tell Me?"; (4) "Reliability: How Consistent Is Our Measurement"; (5) "Errors of Measurement: How To Work with Them"; (6) "Tailoring the Test to the Purpose"; (7) "Writing Objective Tests: Multiple Choice"; (8) "Writing Objective Tests: True-False, Matching, Completion"; (9) "Item Analysis: Finding the Test Items That Work"; (10) "Essays and Term Reports: Higher Order Processes"; (11) "Delivering Conventional Tests: Packaging; Administering; Debriefing"; (12) "Assessing Student Performance"; (13) "Computer Applications in Testing and Grading"; (14) "Statistical Processes Applied to Test Scores"; (15) "Standardized Tests"; (16) "Achievement Tests: Surveys of Academic Skills"; (17) "Assessing General Academic and Special Aptitudes"; (18) "Legal and Ethical Considerations in Testing"; (19) "Assigning Grades"; (20) "Telling Parents about Their Child's Achievement"; and (21) "Assessing School Programs." Four appendixes contain a discussion of statistical procedures for calculating correlation coefficients, a list of test publishers and tests, a list of sources of information on school tests, and a C-Language program for calculating descriptive statistics for tests. (Contains 16 tables, 37 figures, and 104 references.) (SLD)

ED 425 178 TM 029 241

The North Carolina State Testing Results: Multiple-Choice End-of-Grade and End-of-Course Tests. 1996-97.
PUB DATE- 98
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

Krechevsky); and (6) "Teaching to the (Authentic) Test" (Grant Wiggins). "Section 3: Alternatives to Testing" includes the following essays: (7) "Searching for Alternatives to Standardized Tests: Whys, Whats, and Whithers" (Walter Haney and George Madaus); (8) "Assessment Literacy" (Richard J. Stiggins); (9) "Performance Assessment: The Message from England" (Desmond L. Nuttall); (10) "But...the Curriculum" (Carolyn Mamchur); (11) "Linking Restructuring to Authentic Student Achievement" (Fred M. Newmann); (12) "What Teachers Learn from 'Kid Watching'" (Richard VanDeWeghe); and (13) "Assessment: A Thoughtful Process" (Steven Ferrara and Jay McTighe). "Section 4: Journals and Portfolios" includes the following essays: (14) "Assessing Reflective Responses in Journals" (Elaine Surbeck, Eunhye Park Han, and Joan E. Moyer); (15) "Using the Computer as a Reading Portfolio" (Judy Hetterscheidt, Lynn Pott, Kenneth Russell, and Jakke Tchang); (16) "Teachers' Stories: Our Ways of Knowing" and (Mary Renck Jalongo). "Section 5: Significant Outcomes" includes the following essays: (17) "Learning from an Outcomes-Driven School District" (Tom Rusk Vickery); and (18) "Thinking: How Do We Know Our Students Are Getting Better at It?" (Arthur L. Costa). Each essay contains references. (Contains 10 figures.) (SLD)

ED 425 195   TM 029 265

Bellanca, James; Chapman, Carolyn; Swartz, Elizabeth
Multiple Assessments for Multiple Intelligences. Third Edition.
PUB DATE- 97
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; Instructional Effectiveness; *Multiple Intelligences; *Student Evaluation; Teaching Methods; *Test Construction; Test Use
IDENTIFIERS- Gardner (Howard)

This book is designed to align assessment with instructional practices that promote the development of the multiple intelligences outlined by Howard Gardner. To facilitate the use of multiple assessments for the multiple intelligences, the information in this book is transferable to the classroom. The book explains how a teacher can design specific performance standards for each intelligence and then apply them to the classroom. It also explains why each intelligence is important to the curriculum and offers ways to strengthen each intelligence. Chapters 1 and 2 place assessment standards in a context beneficial to all teachers and students. Chapters 4 through 11 center on assessment of a specific intelligence, although the majority of classroom learning framed by Gardner's theory does not focus on a single intelligence. Chapter 12 focuses on a multiple intelligences portfolio, and the final chapter discusses communicating results of multiple intelligences assessment. The following chapters are included: (1) "The Assessment Challenge: Assessing Classroom Standards"; (2) "Multiple Strategies for Multiple Intelligences"; (3) "Multiple Tools for Multiple Assessments"; (4) "Assessing Performances in Verbal/Linguistic Intelligence"; (5) "Assessing Performances in Musical/Rhythmic Intelligence"; (6) "Assessing Performances in Logical/Mathematical Intelligence"; (7) "Assessing Performances in Visual/Spatial Intelligence"; (8) "Assessing Performances in Bodily/Kinesthetic Intelligence";

Discrimination; *Religious Education; *Social Studies;
Stereotypes; Teaching Methods
IDENTIFIERS- *Institutional Racism

This book is a teacher's guide to lessons on racism and multicultural education for students in preschool through grade 12. The emphasis is on the Catholic tradition, and suggestions are given for using the manual to support a religious education program. Suggestions are also provided for using the manual in social studies and language arts curricula in which the orientation is not specifically religious. The first section deals with racism, defining three goals of a curriculum on racism: distinguishing racism from prejudice, increasing awareness of the realities of institutional racism in the United States, specifically in educational institutions, and offering strategies for attitudinal change. Four lessons are accompanied by student worksheets. The second section deals with multicultural education. It is designed to increase understanding of multicultural education, to explain the nature of stereotyping, and to suggest strategies and activities for building positive multicultural attitudes. Five lessons are outlined, with appropriate modifications suggested for different age groups, and separate focus sections concentrate on either African Americans, Native Americans, Asian Americans, or Hispanic Americans. Student worksheets are included. Sections on "Justice Heroes" contain profiles of people noted for their commitment to justice and suggested student activities based on their lives. These figures include: (1) Rosa Parks; (2) Cesar Chavez; (3) Martin Luther King, Jr.; (4) Rigoberta Menchu; (5) Fannie Lou Hamer; (6) Frederick Douglas; (7) Malcolm X; and (8) Sr. Thea Bowman. A section on literature for children and youth presents annotations of 20 books that contribute to students' familiarity with cultural diversity, grouped by the target age group. Student activities are suggested, and some worksheets are included. (SLD)

ED 425 213   UD 032 624

Wilcox, Susan
Finding Community and Forming Identity: Exploring the Role of Youth Programs Serving Blacks and Latinos.
PUB DATE- 98
NOTE- 6p.; Based on two papers prepared by Susan Wilcox, "Preparing Youth for Global Leadership" and "Finding Community/Forming Identity: Exploring the Role of Youth Programs Serving African American and Latino Adolescents."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Blacks; Child Development; *High School Students; High Schools; *Hispanic Americans; Leadership Training; *Racial Identification; Self Concept; Student Attitudes; Study Abroad; Surveys; Urban Schools; Urban Youth; *Youth Programs
IDENTIFIERS- African Americans; Identity Formation; *Latinos

An evaluation of the International Youth Leadership Institute (IYLI), summarized in this IUME Brief, helps fill the gaps in knowledge about how youth programs help Blacks and Latinos negotiate their adolescence and attempt to form an integrated sense of self. IYLI, founded in 1989, is an academic leadership development program for Black and Latino high school students (called Fellows) that provides leadership training and exposure to international education and career options through biweekly seminars and overseas study in Africa and Latin America. Since

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Family Programs; *Learning Disabilities; Mental Health; Models; Needs Assessment; *Parent Participation; Resource Materials; *Social Support Groups; Volunteers
IDENTIFIERS- *New Students

This guidebook was developed to offer program ideas and resource aids that can help address some major barriers to student learning and performance. Much of the focus is on early-age interventions, but some is on primary prevention and some is on addressing problems as soon after onset as feasible. The material is organized into a set of units, each of which could stand alone. The topics covered are: (1) welcoming and offering social support at a school site; (2) using volunteers to provide extra assistance to students and their families; (3) involving the home in schooling and at school; (4) connecting students with the right help; (5) understanding and responding to learning problems and learning disabilities; and (6) responding to students' ongoing psychosocial and mental health needs. Each unit contains activity sheets, selected references, and supplemental materials such as handouts. Program ideas have been woven into models for fundamental systemic change in school districts and at school sites. From these models, a framework has been developed for a comprehensive, integrated approach to addressing barriers to learning and enhancing health development. This framework is presented as a Coda to this guidebook. (SLD)

ED 425 230 UD 032 642

Welcoming and Involving New Students and Families. A Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Family Programs; Immigrants; Intervention; Models; Needs Assessment; *Parent Participation; Resource Materials; *Social Support Groups; *Student Adjustment; Student Mobility; Technical Assistance; *Transfer Students
IDENTIFIERS- *New Students

Estimates suggest that 20 to 25% of U.S. students change schools each year, and this figure is higher in school districts with a relatively large immigrant population. The guidelines in this technical assistance packet provide strategic suggestions for welcoming newcomers to a school or district, something that has become an essential facet of schools. Chapter I presents a welcome program with strategies to enhance welcoming and increase home involvement in schooling over three overlapping phases. The first involves a broad focus that uses general procedures to welcome students and facilitate adjustment and participation. The second phase targets those who need a little more assistance, such as personal invitations or ongoing

Flaxman, Erwin; Schwartz, Wendy; Weiler, Jeanne; Lahey, Meghan
Trends and Issues in Urban Education, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Diversity (Student); Educational Change; Educational
Practices; *Educational Trends; Elementary Secondary Education;
*Equal Education; Ethnicity; High Risk Students; *Minority
Groups; *Multicultural Education; Parent Participation; Racial
Differences; *School Restructuring; School Size; Teaching
Methods; *Urban Schools; Violence
IDENTIFIERS- *Reform Efforts

This report examines several important trends and issues in urban education and minority education. It reviews major principles for rethinking urban schooling so that students from diverse racial, ethnic, linguistic, and gender groups will be able to receive a more equal education, and it considers specific issues in their education. The focus is on practice and policy, on implementation rather than theory. The racial, ethnic, and social class characteristics of the majority of students attending urban schools are examined. Then two powerful trends in urban education and minority education are explored. The first is multicultural education. The aim of multicultural education is to increase equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups so that they can function effectively in a pluralistic democratic society. The second trend is systemic school reform aimed at changing the structure and governance of schooling, the roles of teachers and school personnel, curricula, teaching methods, accountability mechanisms, and relations with other institutions in the community. The aim of multicultural education is to make the students, schools, and society functionally different, while the aim of systemic reform is to make the schools more efficient structurally. The following specific issues related to urban education are addressed in detail: (1) school choice; (2) charter schools; (3) smaller schools; (4) schools with a focus; (5) school desegregation; (6) after-school programs for urban youth; (7) parent involvement strategies and research about parent involvement; (8) the educational needs of language minority children; and (9) violence prevention. Seventeen publications from the Educational Resources Information Center Clearinghouse on Urban Education on which this report is based are listed. (Contains 156 references.) (SLD)

ED 425 248 UD 032 660

Schwartz, Wendy
The Identity Development of Multiracial Youth. ERIC/CUE Digest,
Number 137.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.; For a companion digest, "The Schooling of Multiracial
Students," that presents schoolwide and classroom strategies
for promoting achievement in multiracial youth; see UD 032 661.
LANGUAGE- English

increasing. It is recognized that, in urban and low-income areas, after-school programs are essential to counteract the effects of a number of factors contributing to a student's lack of opportunities and ability to succeed academically. However, information on the types of programs that work best with urban youth has been limited. This digest, updating two 1996 Clearinghouse publications on urban after-school programs, offers a distillation of the findings of the Center for Research on the Education of Students Placed at Risk (CRESPAR), located at Johns Hopkins University and Howard University. To gather information on successful programs, CRESPAR conducted a survey of 34 programs, which could be divided into five general categories. These included language arts, study skills, academic subject programs, tutorial programs, and community-created or community-based programs. Relatively few evaluations of these programs have been conducted, and the studies that have been done have had methodological problems. CRESPAR has identified some solutions to these methodological problems and has determined that many programs are effective as after-school programs, while others that are effective as in-school programs can be adapted easily for use after school. Despite the lack of rigorous evaluations of after-school programs, it is still possible to identify components common to most effective urban programs. Programs what address the academic, recreational, and cultural needs of the student are best. Characteristics of well-designed programs include (1) well-trained staff and volunteers; (2) a solid structure; (3) assessment and program evaluation; (4) inclusion of families in program planning; and (5) an advisory board to help maintain links among the community, families, religious organizations, and the school system. (Contains six references.) (SLD)

than three times sequentially and then reflect upon the activity, construct a representation of the experience, and engage in class dialog about the experience. These experiences caused some students anxiety, but it led many to recognize their preexisting assumptions and the effects of prior experiences, as well as their differing comfort levels with various representational forms. Implications are drawn for teachers on the importance of the cultural environment that students bring into their classrooms. (Contains 13 references.) (DB)

ED 424 840 HE 031 695

Reinventing Undergraduate Education: A Blueprint for America's Research Universities.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Curriculum; College Faculty; College Freshmen; *College Instruction; *Educational Change; Higher Education; Information Technology; *Instructional Improvement; Interdisciplinary Approach; Research and Development; *Research Universities; Theory Practice Relationship; *Undergraduate Study

This report presents ten recommendations for the radical reconstruction of undergraduate education at research universities in the United States offered by a national commission. Background information is provided in the first three chapters. An overview notes that undergraduates at research universities too often have been shortchanged and that a new model of undergraduate education is needed. Discussion of the university as ecosystem stresses the importance of a shared mission and a synergistic system in which faculty and students are both learners and researchers. An academic bill of rights for students is offered. The main body of the report presents and explains the commission's ten recommendations, which are: (1) make research-based learning the standard; (2) construct an inquiry-based freshman year; (3) build on the freshman foundation; (4) remove barriers to interdisciplinary education; (5) link communication skills and course work; (6) use information technology creatively; (7) culminate with a capstone experience; (8) educate graduate students as apprentice teachers; (9) change faculty reward systems; and (10) cultivate a sense of community. Appendices provide lists of Carnegie classified research universities and the members of the Boyer Commission. (DB)

ED 424 841 HE 031 696

Fitzpatrick, Jacqueline; Secrist, Jan; Wright, Debra J.
Secrets for a Successful Dissertation.
PUB DATE- 98
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

number of library web pages that did or did not use metatags was counted, and the pages with metatags were divided into four groups--generated, standard, mixed, and free. Frequencies of the following types of meta fields were examined: (1) content fields, including title, subject, description, source, language, relation, and coverage; (2) intellectual property fields, including author, publisher, other contributor, and rights management; and (3) instantiation fields, including date, resource type, format, and resource identifier. Results are presented in table and percentage chart forms. Findings indicated that 45.3% of the libraries used metatags which were automatically generated by software tools for web page design, and 41.5% of the libraries did not use metatags at all. Frequency of metatag fields included were: content (59%), intellectual property (27%), and instantiation (14%). Results indicated that the de facto standard includes keywords, description, author, and date fields. (DLS)

ED 424 859 IR 057 224

Yingling, John
A Study of Audiobook Users at the Salem, Ohio Public Library.
PUB DATE- 98
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; Books; Individual Characteristics; *Library Circulation; Library Collection Development; Library Collections; Library Research; Media Selection; Profiles; *Public Libraries; Questionnaires; Tables (Data); *Talking Books; Use Studies; User Needs (Information); *Users (Information)
IDENTIFIERS- Ohio; *User Characteristics; User Preferences

This paper reports on a study in which data on audiobook borrowers' backgrounds, borrowing practices, and desires were collected, in order to assist library staff in making informed collection development decisions and being responsive to patron needs. Participants were patrons of the Salem Public Library (Ohio). An anonymous questionnaire was used to build personal profiles of patrons and their audiobook borrowing practices. Findings indicated that patrons prefer unabridged audiobooks; place little importance on an actor or actress reading a book; and check titles out primarily based upon the subject. In addition, a significant number of audiobook borrowers never use the print area of the library. Almost as many patrons primarily listen to audiobooks at home as listen while driving to work or driving a vehicle as a main part of their occupation. Ten tables present data on: preference for abridged/unabridged edition, age range of respondents, activities while listening, educational level of respondents, genre preferred, importance of actor/actress as reader, number of audiobooks borrowed, number of print books borrowed, reason for selecting an audiobook, and sex of respondent. The questionnaire and cover letter are appended. (DLS)

ED 424 860 IR 057 225

Dunchak, Madeline A.
A Study of Video Collections at Three Branches of the Public Library of Youngstown and Mahoning County.
PUB DATE- 98

offered. The report uses total college enrollment, as opposed to day-graded or full-time equivalent, as its most important unit of measurement. Two appended articles discuss guidelines and quantitative standards, and a glossary of terms is included. (AS)

ED 424 878 JC 980 456

Facilities Guidelines for Learning Resources Centers: Print, Non-Print, and Related Instructional Services.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Facilities Design; Educational Objectives; *Educational Planning; *Facility Utilization Research; *Learning Resources Centers; Needs Assessment; Student Needs; Two Year Colleges
IDENTIFIERS- Learning Resources Assn of the California Com Cols

This document provides guidelines for planning the physical facilities that house learning resources centers. Data for the report was collected over a 12-year period, with input from personnel at learning resources centers throughout California. Discussion is broken up into the following sections: (1) development of the guidelines, which includes information on space allocation, user stations, work space and service areas, materials, equipment and instructional services, and square footage per day-graded student; (2) guidelines for planning the learning resources center, including suggested apportionment and space relationships, as well as print, non-print and related instructional services; and (3) application of the guidelines, which provides self-appraisal instruments and techniques for assessment. Appended are background perspectives, as well as a graph and table illustrating the allocation of square feet computed on the basis of day-grade students. (AS)

ED 424 879 JC 980 457

National Learning Resources Directory: A Networking Handbook for Learning Resources Center/Library Administrators at Two-Year Colleges.
PUB DATE- 93
NOTE- 496p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; College Programs; *Community Colleges; Directories; Information Sources; *Learning Resources Centers; Reference Materials; Two Year Colleges
IDENTIFIERS- Learning Resources Assn of The California Com Cols

This directory is a networking handbook for learning resources center/library administrators at two-year colleges, and is organized into the following sections: (1) colleges by state, listing colleges by state and province alphabetically, along with the contact persons and telephone number; (2) college and contact person, naming alphabetically all colleges followed by the state, contact person's name, and telephone number; (3) contact person and college, citing alphabetically all contact persons' names, the college and state location, and the between full-time faculty and adjunct faculty. There is also the perception by some critics that employing a large number of part-time faculty undermines the integrity of the two-year college teaching profession. However, not enough research has been done to support this assertion. One survey, involving more than 1500 faculty from 127 community colleges in 41 states, identified similarities and differences in individual professional attitudes between full- and part-time faculty. Results were as follows: (1) part-time faculty showed lower levels of involvement in curriculum, instruction, and scholarship; (2) part-time faculty expressed significantly higher expectations for their students; (3) part-time faculty expressed significantly lower autonomy within their institutions; (4) there was no difference between professional attitudes between the two groups--both were equally committed to teaching and to students; (5) part-time faculty deviated significantly from full-timers in their sense of responsibility. Although the practice of integrating part-time and full-time faculty is currently problematic, it is a necessity for the survival of low-cost community college education. (Contains 16 references.) (EMH)

ED 424 900   PS 024 573

Patterson, Catherine; Fleet, Alma
Stories of Experience: Professional Development for Teachers.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (Launceston, Australia, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Early Childhood Education; *Faculty Development; Foreign Countries; Personal Narratives; *Self Expression; *Teachers; Teaching Methods
IDENTIFIERS- *Story Writing

Within teacher education programs, stories of professional practice are increasingly recognized as a powerful tool for developing understanding and critical thinking. This project involved the development of a series of case stories based on the work of early childhood teachers and examined the use of stories by experienced teachers to enable them to find their own voice through writing. Experienced teachers were recruited to participate in a series of three workshops designed to enable teachers to write stories of their teaching experiences. The first workshop was devoted to sharing ideas about stories and writing first drafts. The second workshop focused on story revision. The third workshop was devoted to sharing the final copy of stories and to a participants' celebration. Participating were 15 early childhood teachers. Findings indicated that teachers wrote about staff communications, teacher-parent relationships, challenging children, interesting curricula, and programming decisions. Personal professional writing was used as a vehicle for participating teachers to learn, to review their previous learning, and to consider future decision-making. The small number of participants might be attributed to lack of time in teachers' busy schedules or lack of experience in writing to debrief a distressing or problematic incident. Because reflective story writing of professional practice was found to be satisfying for those who attempt it, it is important to find ways to encourage it in depend on two arguments: its value in helping directors do their jobs effectively, and its importance to helping directors achieve quality. Findings show that almost no course work as been offered for directors in local colleges and other training institutions. (JPB)

ED 424 920   PS 027 010

Competencies of Early Childhood Directors: Draft for Discussion.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Administrators; Certification; *Child Care Occupations; *Credentials; *Day Care Centers; Early Childhood Education; Professional Development; Teacher Education; Teacher Education Curriculum; Teacher Education Programs

This document presents an outline of competencies for early childhood directors. The outline consists of a list of seven required abilities, or goals that is divided into sublists of actions the director should perform to meet the competency goals. Directors are expected to possess the ability to: develop and maintain an effective organization; plan and implement administrative systems that effectively carry out the program's mission, goals and objectives; administer effectively a program of personnel management and staff development; foster good community relations and influence child care policy that affects the program; maintain and develop the facility; possess the legal knowledge necessary for effective management; and possess financial management ability. (JPB)

ED 424 921   PS 027 013

Chambliss, Catherine
Fostering Competence: Lessons from Research on Successful Children.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Caregiver Role; *Child Development; Child Health; *Competence; Coping; Developmental Tasks; Interpersonal Competence; Parent Role; Resilience (Personality); Self Esteem

Noting that even one caring adult can help make a child more capable of handling later stressors, this paper lists some strategies for building a sense of specialness in young children in group care contexts. Also presented are ways to enhance optimism and combat attitudes of helplessness and pessimism among children. The paper outlines a pattern of effective adaptation in the environment that includes four points: cognitive and intellectual functioning, attachment relationships, self-efficacy, and self-regulation. The paper lists the best and worst caregiving modes for competence-building, and infancy/preschool developmental tasks associated with competence. The characteristics of resilient children are grouped by individual, family, and extrafamilial traits. Finally, the paper discusses the importance of establishing a good start in early development for competence-building.

resource centers provide information on raising and educating children, along with ideas on how to work with children's teachers, volunteer in the classroom, and support children's learning at home. They are also places to meet other families and work together to improve schools. This issue of the "Early Childhood Digest" describes family resource centers and how they can help families get their children ready for school. The digest discusses characteristics of family resource centers, including that they: (1) make families feel welcome; (2) are places to get information; (3) are places to take classes; (4) help families meet other families and share stories about raising children; (5) support families by making many services easier to get; (6) offer the family support for a long time; and (7) can help parents work together to improve schools. The digest then discusses how parents can get involved in family resource centers, guiding parents through the steps of finding the family resource center, exploring its activities, and volunteering. (EV)

ED 424 940 PS 027 061

Riley, Richard W.
Early Childhood Conference, Atlanta, Georgia, September 11, 1998. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Day Care Centers; *Early Childhood Education; *Family Environment; *Family School Relationship; Infant Care; Kindergarten; *Parent Participation; School Community Relationship; School Readiness; *Young Children
IDENTIFIERS- Family Development

In this address, Richard W. Riley contends that parents' most important activity is to raise their children. Parents, educators and policymakers can work together to create a healthy and nurturing environment for all children in America. Young children absorb and later imitate adult activities they see, and they observe their parents more than they observe any other adults; thus parents are their children's first and most influential teachers. Parental involvement in a child's educational process can ensure a successful school experience. Early childhood education programs bridge the gap between home and kindergarten and play an important role in the learning process. Four critical areas need to be addressed to enhance early childhood education and services: readiness, quality childcare, improved coordination of schools and agencies, and parental involvement. Because of the way the brain works, the very early years of life are made up of critical periods of language and cognitive skill acquisition. Early childhood educators, care providers, and parents must consider this growth when developing programs. Quality childcare should provide a safe and nurturing environment for children while their parents are away at work. Agencies that provide early childhood education and schools should coordinate their efforts to provide consistency. Parents need to work with their children's educators to ensure appropriate development. (LBT)

ED 424 941 PS 027 062

Skene); and (9) "Income Support for Children and Young People" (Anthony King). Each chapter contains references. (LPP)

ED 424 959 PS 027 091

Faccini, Benedict; Combes, Bernard
Early Childhood Development: Laying the Foundations of Learning.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Development; Child Rearing; *Early Childhood Education; *Family Programs; *Foreign Countries; Models; *Parent Child Relationship; Parents; Preschool Curriculum; Program Descriptions; Public Policy; *Young Children
IDENTIFIERS- Arab States; China; Colombia; India; Ireland; Laos; Mali; South Africa; Trinidad and Tobago

Early childhood development is increasingly viewed as an affirmation of children's rights. This report describes the concept of early childhood development and presents several viewpoints regarding early childhood care and development, parenting, and approaches to early education. The report also presents 10 case studies of programs to enhance the development of young children and their families throughout the world. Part 1 of the report examines early childhood development as providing the foundation for later learning, and discusses several topics such as: the state of current research about the learning process; caregivers' role in supporting children's learning; linking current research to practice; identifying effective models for early childhood development in various cultures; and national attitudes toward early childhood development and improving learning conditions for young children. This section also suggests ways to enhance public policy in early childhood development. Part 2 presents the following papers regarding early childhood care and development: (1) "Parents as Care-givers, Teachers and Learners: Examples from Asia" (de los Angeles-Bautista); (2) "Early Childhood Care and Development: Where We Stand and the Challenges We Face" (Evans); (3) "Value Outcomes in Early Childhood Development" (Weikart); (4) "Approaches of Early Childhood Education" (Arango); (5) "The Whole (All) Must Grow Through Learning" (Hesse); and (6) "From Centre-Based Pre-School to Integrated Child and Family Educational Programming" (Bennett). Part 3 of the report presents case studies describing early education programs, parent education programs, and research initiatives in Trinidad and Tobago, Colombia, the Lao People's Democratic Republic, South Africa, Ireland, China, India, Mali, and Arab countries. (KB)

ED 424 960 PS 027 092

Healthy School Meals...Healthy Kids! A Leadership Guide for School Decision-Makers.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Children
IDENTIFIERS- *Project Approach (Katz and Chard); *Work Sampling System (Meisels)

This book documents the work of a master preschool teacher, her co-teachers, student teachers, and very young children as they explored the automotive laboratory adjacent to their early childhood classroom at a community college. In addition to introducing the project approach, the master teacher also introduced the staff and students to documentation practices, including systematic curriculum-based assessment through the use of the Work Sampling System. The book's introduction discusses the challenges and opportunities presented by the location of the early childhood classroom in the college's Automotive Mechanics Building. The first chapter, "Planning and Anticipating the Car Project," discusses reasons for choosing cars as a project topic, the generation of a topic web, and reasons for using the project approach and the Work Sampling System. The second chapter, "Phase 1: Beginning the Project," describes the early stages of the project and individual children's experiences starting their exploration of cars. The third chapter, "Phase 2: Building the Car," describes how individual children solved the problems that arose in the course of the project, in addition to discussing various topics, including the challenges presented by the irregular attendance patterns of the children at the center, when to include teacher-initiated activities in project work, and the value of demonstrating a new activity. The fourth chapter, "Phase 3: Sharing and Celebrating Accomplishments," discusses displaying documentation as a record of the project, documenting the project in portfolios, and the final display of the car. The publication concludes with four ERIC digests: (1) "The Project Approach"; (2) "Issues in Selecting Topics for Projects"; (3) "The Contribution of Documentation to the Quality of Early Childhood Education"; and (4) "Performance Assessment in Early Childhood Education: The Work Sampling System." Includes 91 illustrations. (LPP)

ED 424 978   PS 027 126

Chu, Judy
Relational Strengths in Adolescent Boys.
PUB DATE- 98
NOTE- 5p.; Paper presented at the American Psychological Association Annual Convention (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Behavior; Child Development; Childhood Needs; Human Relations; Individual Development; Interaction; *Interpersonal Competence; *Interpersonal Relationship; *Males; Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- *Relational Competence; *Relationship Quality

There has been a resurgence of interest in boys' relationships and boys' development which seems to respond, at least in part, to findings about the centrality and protective power of relationships in girls' development. However, few empirical studies have sought to learn from boys about their experiences, and, in particular, the ways in which they engage in, negotiate, and make meaning of their relationships. This presentation outlines preliminary findings from a study which revisited male development from a relational perspective. Based

Coltin, Lillian; McGuire, Kate
Making the MOST of Out-of-School Time: Technology's Role in Collaboration.
PUB DATE- 98
NOTE- 15p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Children; Community Involvement; Computer Mediated Communication; *Computer Uses in Education; Cooperative Programs; Educational Technology; Elementary Education; Information Dissemination; Partnerships in Education; Program Descriptions; Program Implementation; *School Age Day Care; World Wide Web
IDENTIFIERS- National Institute on Out of School Time

In 1994, the DeWitt Wallace-Reader's Digest Fund made a commitment to school-age care by launching the MOST Initiative--a $6.5 million, multi-year project aimed at systemic community-based change to improve the quality and availability of out-of-school time for children in three cities: Boston, Chicago, and Seattle. The MOST Initiative was designed in partnership with the National Institute on Out-of-School Time (NIOST) (formerly the School-Age Child Care Project) at the Wellesley College Center for Research on Women. The initiative recognized the importance of technology as a tool for: (1) facilitating communication within the collaboration and (2) disseminating information on both local levels (to parents, children, and community programs) and on national levels (to government agencies, media, policy makers, and advocacy organizations). This paper presents a case study of the various ways that technology has been used by the MOST Initiative. The paper discusses details that show how NIOST and the three MOST cities increasingly used technology to implement their action plans and offers suggestions on how other communities can use technology to develop similar networks that support out-of-school activities. The paper's appendices contain a listing of national technology resources relevant to the issue of children's out-of-school time and descriptions of the three MOST Web sites. (LPP)

ED 424 997 PS 027 183

Goldstein, Anne
Child Care Consumer Education on the Internet.
PUB DATE- 98
NOTE- 8p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Education; *Day Care; *Day Care Centers; Early Childhood Education; Educational Quality; Evaluation Criteria; Family Needs; Information Dissemination; Multimedia Materials; *World Wide Web; Young Children
IDENTIFIERS- Day Care Quality; *Day Care Selection; Preschool Selection; Resource and Referral Service

Finding high-quality, affordable child care is difficult and time-consuming. In the United States, government agencies, local program is led by a professional Extension educator. Through connectivity, volunteer and salaried educators can locate educational and other program and fund development resources. Internet access supports communication among multiple sites in a community project, among the eight New York State RRIC-targeted community programs, and across all parts of the RRIC project. Electronic mail and listservs are used for communication and information sharing. Connectivity allows all sites and the state project staff to interact on sustainability issues. The project has ongoing formative and summative evaluation strategies in place, including evaluation of Internet use. The RRIC project strives to tap the potential of the Internet to strengthen program outcomes and to integrate technology, wherever possible, within the educational activities conducted. A baseline and follow-up study were conducted on Internet use. Data on expectations of educators, volunteers, and collaborators for use of the Internet were gathered. Preliminary findings from the Year 1 follow-up survey include large gains in use of the Web for program support and increased project communication. Experiences in designing and supporting the computer applications of the project are detailed. (LPP)

ED 425 016 PS 027 202

Willard, Nancy
Moral Development in the Information Age.
PUB DATE- 98
NOTE- 9p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Computers; *Ethics; Integrity; *Internet; *Moral Development; Moral Values; Social Cognition; Values

This paper presents a preliminary overview of moral development issues that are raised when young people interact in cyberspace. A preliminary classification system of Internet ethics issues that parents and educators must address includes: (1) respect for property, (2) respect for territory and privacy, (3) respect for others and common courtesy, (4) respect for institution, and (5) respect for self. Based on preliminary analysis, there appear to be four factors that influence online behavior: (1) lack of affective feedback and remoteness of harm, (2) reduced fear of risk of detection and punishment, (3) a new environment with new rules, and (4) perceptions of social injustice and corruption. Moral development research explores moral reasoning, including cognitive-moral development and domain theory; moral motivation, including internal moral orientation; and moral control, including the social cognitive theory of moral thought and action and the theory of limited acceptable morality. This review of moral development research raises many questions including, the question of whether humans, as a species, have the capacity to expand our moral reasoning, moral motivation, and moral control capabilities to deal with the complexities of the information age. (LPP)

ED 425 017 PS 027 203

Bauch, Jerold P.
Applications of Technology to Linking Schools, Families, and

the indigenous culture is recognized and built upon. The standardized approach to school design has not allowed for local user participation in planning and design. Log schools provide a physically, technologically, and economically appropriate alternative for northern communities in forested areas that wish to maintain local control. An example of the construction of a rural Alaska high school illustrates conflicts between outside architects and local citizens and the influence of building codes and health and fire safety standards. Examples are given of other alternative construction designs in northern areas that take advantage of local resources and labor. (Contains 15 references.) (SAS)

ED 425 034 RC 021 687

Fortier, John D.; Albrecht, Bryan D.; Grady, Susan M.; Gagnon, Dean P.; Wendt, Sharon, W.
Wisconsin's Model Academic Standards for Agricultural Education. Bulletin No. 9003.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Agricultural Education; Behavioral Objectives; Educational Objectives; Elementary Secondary Education; Food; Grade 12; Grade 4; Grade 8; Leadership; Science Education; *State Standards; Technological Literacy; Vocational Education
IDENTIFIERS- *Agricultural Literacy; *Wisconsin

These model academic standards for agricultural education in Wisconsin represent the work of a task force of educators, parents, and business people with input from the public. The introductory section of this bulletin defines the academic standards and discusses developing the standards, using the standards, relating the standards to all students, and applying the standards across the curriculum. The main part of the bulletin is concerned with an overview of agricultural literacy and education and the standards as they pertain to elementary and secondary curricula. This section addresses specific content and performance standards for all students in grades 4, 8, and 12 pertaining to: (1) global agricultural systems; (2) technology information; (3) leadership, including the Future Farmers of America mission and strategies statement; (4) agriscience production; (5) ecology/environment; and (6) business management and marketing. Additional performance standards are provided in each area for agricultural students in grades 8 and 12. As applicable, the performance standards are cross-referenced to the standards for English language arts, mathematics, science, and social studies. An appendix lists groups commenting on draft copies of the standards. (SAS)

ED 425 035 RC 021 692

Alaska Standards for Culturally-Responsive Schools. Adopted by the Assembly of Alaska Native Educators, Anchorage, Alaska, February 3, 1998.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Community Involvement; Cultural Awareness; Cultural Education;

others in the past and present community, and the value of community traditions. Closely related to cultural journalism, participatory research involves students and community members in framing and resolving local problems and issues. Participatory research projects promote a sense of justice and activism in social and environmental issues. Service learning provides direct benefits to communities, strengthens school-community bonds, and gives meaning to education for students. (Contains 16 references and 5 resource organizations.) (SV)

ED 425 052 RC 021 763

Brief Articles for Latino Parents, 1999 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 15p.; For previous compilation, see ED 390 630.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; Adolescents; Biculturalism; Bilingual Education; *Bilingualism; *Child Development; *Childrens Literature; Daughters; Developmental Tasks; Educational Benefits; Elementary Secondary Education; Hispanic Americans; Parent Role; *Parent Student Relationship; Parents as Teachers; *Preschool Education; Spanish Speaking; Womens Education
IDENTIFIERS- *Latinos

This packet contains six briefs developed specifically for Spanish-speaking Latino parents, and English translations of the briefs. These briefs state what researchers and practitioners have learned about various ways parents can help their children do well in school. Earlier editions of brief articles for parents have been used in various ways by educators and community organizations. Titles of the briefs are (1) "Respeto, responsabilidad e inventiva: Las tres habilidades necesarias para obtener exito" ("Respect, Responsibility and Resourcefulness: Three Rs for Success"); (2) "La adolescencia: El ultimo paso hacia ser adulto" ("Adolescence: The Last Step before Becoming an Adult"); (3) "Siendo bilingue y bicultural puede llevar al exito escolar: He aqui porque" ("Being Bicultural and Bilingual Can Lead to School Success: Here's Why"); (4) "Leyendo libros de ninos: Hay mas de lo que se observa a primera vista" ("Reading Children's Books: There's More to It than Meets the Eye"); (5) "Entendiendo los objetivos de la educacion preescolar" ("Understanding the Goals of Preschool Education"); and (6) "Los padres latinos apoyan el exito de sus hijas" ("Hispanic Parents Support Their Daughters' Success"). (SV)

ED 425 053 SE 060 438

Environmental Education Compendium for Water Resources.
PUB DATE- 96
NOTE- 493p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

Assisting adults devote a few hours each week to operate the system effectively in the school while an administrator provides visible support through coordinating the program in the schools. The levels of the program are named for the planets in the solar system. This packet contains materials for third grade (Mars), fourth grade (Jupiter), and fifth grade (Saturn). Materials within each grade are organized into two sections. Section I contains general information about the program and variations on the basic model, information/checklist for principals, information checklist for assisting adults, information for teachers, and letters to participating students and their parents. Section II is comprised of the student worksheets and adult volunteer commentary for student worksheets. (PVD)

ED 425 076 SE 061 894

SUPERSTARS III: 6-8.
PUB DATE- 98
NOTE- 299p.; For related documents, see SE 061 892-893.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Elementary School Mathematics; Enrichment Activities; Intermediate Grades; Junior High Schools; *Mathematical Enrichment; *Mathematics Education; *Mathematics Materials; Parent Participation; *Problem Solving; *Self Motivation; State Curriculum Guides; Student Motivation; Volunteers
IDENTIFIERS- North Carolina

SUPERSTARS III is a K-8 program designed as an enrichment opportunity for self-directed learners in mathematics. The basic purpose of SUPERSTARS III is to provide the extra challenge that self-motivated students need in mathematics and to do so in a structured, long-term program that does not impinge on the normal classroom routine or the instructor's time. The program involves teachers, administrators, assisting adult volunteers, and parents in the learning process. Assisting adults devote a few hours each week to operate the system effectively in the school while an administrator provides visible support through coordinating the program in the schools. The levels of the program are named for the planets in the solar system. This packet contains materials for sixth grade (Uranus), seventh grade (Neptune), and eighth grade (Pluto). Materials within each grade are organized into two sections. Section I contains general information about the program and variations on the basic model, information/checklist for principals, information checklist for assisting adults, information for teachers, and letters to participating students and their parents. Section II is comprised of the student worksheets and adult volunteer commentary for student worksheets. (PVD)

ED 425 077 SE 061 897

McClung, Lewis W.
A Study on the Use of Manipulatives and Their Effect on Student Achievement in a High School Algebra I Class.
PUB DATE- 98
NOTE- 50p.; Master of Arts Thesis, Salem-Teikyo University.
LANGUAGE- English

(Joyce Dyer); (10) "Frederick Douglass" (Alfred E. Prettyman); (11) "Frederick Douglass in Newark" (Meredith Sue Willis); and (12) "Thirty-two Writing Ideas Using Douglass' 'Narrative'" (Jordan Davis; Christopher Edgar; Ron Padgett). Additional information is available from resources on Frederick Douglass along with a brief chronology of his life. (EH)

ED 425 099   SO 029 474

Barrett, Carolyn M.
The Magic of Matsumoto: The Suzuki Method of Education.
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Auditory Training; Children; Elementary Education; Foreign Countries; *Music; *Music Education; *Music Techniques; Primary Education; *Suzuki Method; Teaching Methods
IDENTIFIERS- *Japan (Matsumoto); *Suzuki (Shinichi)

This book details the life of Shinichi Suzuki and his work in developing the Suzuki method of music instruction. The book chronicles the struggle and efforts of the man now recognized as master musician and pioneer in music education. Chapters include: (1) "Biography and History"; (2) "Growth of the Talent Education Movement"; (3) "Dr. Suzuki's Educational Philosophy"; (4) "Conditioning"; (5) "Modeling Behavior"; (6) "Curriculum and Programmed Instruction"; (7) "Use of Learning Machine Technology"; (8) "Dr. Suzuki and Zen: The Spiritual Element"; and (9) "Replicating the Suzuki Magic in Other Disciplines." The volume concludes with a glossary of terms, notes, and a 41-item bibliography. (EH)

ED 425 100   SO 029 490

Greenfield, William; Akkary, Rima
Leadership and Work Context of Public and Private Secondary Schools in the Republic of Lebanon.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Foreign Countries; *Instructional Leadership; *Middle Eastern Studies; *Principals; *Private Schools; *Public Schools; School Administration; Secondary Education; *Secondary Schools
IDENTIFIERS- *Lebanon

This study provides empirical data about the role and work context of the principal in public and private secondary schools in Lebanon. The study focused on questionnaires, interviews, and observations of 33 principals in Lebanon. The researchers wished to examine the principals' perspectives on their roles, responsibilities and the way the role is shaped by various contextual factors in public and private schools located in urban, small town, and rural communities in North Lebanon. The study offers comparisons of the principalship across cultural contexts, including comparisons with the United States and Canada, as well as neighboring countries. The research recommends further studies to enhance awareness of materials for balloting and storage. The 10 lesson topics include: (1) "Celebrate the Century Vote!"; (2) "Let's get Stamping!"; (3) "'Rap Up' the Decade"; (4) "Doors to Science"; (5) "Sports Navigator: a Competitive Math Game"; (6) "Commemoration Celebration"; (7) "Video Documentary"; (8) "Aerobic Democracy"; (9) "Cat Tales"; and (10) "Fun in the Eighties." In addition to these kits, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. (LB)

ED 425 122 SO 030 562

Arts Education: Highlights of the NAEP 1997 Arts Assessment Report Card.
PUB DATE- 97
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Art Education; *Dance Education; Grade 8; Junior High Schools; National Standards; *Student Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

This summary report provides samples from and highlights of the national assessment in arts education at the eighth-grade level conducted in 1997 by the National Assessment of Educational Progress (NAEP). The arts assessment measured students' literacy in the arts through their knowledge and skill in creating, performing, and responding to challenging, innovative test exercises. Sample test items and results are given from the assessment of music, theater, and the visual arts. A list of six other arts education assessment publications is included. (LB)

ED 425 123 SP 038 056

Requirements for Teaching Certificates in Canada = Conditions d'obtention des brevets d'enseignement au Canada.
PUB DATE- 98
NOTE- 59p.; For previous edition, see ED 361 291.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; State Standards; *Teacher Certification; *Teacher Qualifications; Teachers; Teaching Skills
IDENTIFIERS- *Canada

This bilingual (English and French) booklet is a guide to the requirements for basic teaching certificates in Canada. Information is presented in chart form and includes: (1) the different types of certificates and licenses necessary for teaching in each of the 10 provinces and 2 territories, (2) the educational requirements for obtaining these certificates, and (3) the grade levels for which each type of certificate is valid and the conditions under which a teaching certificate becomes permanent. Where applicable, notes on the certification necessary for teaching in independent schools are provided. (SM)

DESCRIPTORS- Data Analysis; Data Collection; *Doctoral Dissertations; Higher Education; Mental Health; Research Methodology; Research Projects; Self Evaluation (Individuals); *Self Management; *Student Development

This book, written by three women who have recently completed doctoral degrees, attempts to provide an honest, humorous, and useful guide to the realities of the doctoral dissertation process. Advice is included from students and graduates of both genders, all ages, varied ethnic groups, and many disciplines and universities in diverse parts of the country. The five chapters of Part 1 are on dissertation content and process. They address the following topics: writing the doctoral proposal, choosing a methodology, selecting committee members, surviving the human subjects committee, and collecting data. Part 2 offers secrets for maintaining sanity and good humor. Chapters discuss developing a support group, getting organized, using technology, defending the dissertation, and avoiding sudden stops. Four appendices include a list of action words to introduce quotes, a checklist of items for possible inclusion in a research proposal, a statistical decision tree, and a list of active verbs. (Contains 30 references.) (DB)

ED 424 842 HE 031 697

Collins, Lynn H., Ed.; Chrisler, Joan C., Ed.; Quina, Kathryn, Ed.
Career Strategies for Women in Academe. Arming Athena.
PUB DATE- 98
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; *Career Development; *College Faculty; Faculty Promotion; *Females; Higher Education; Leadership; Professors; Sex Discrimination; Sexual Harassment; Student Evaluation; Womens Education

This book presents ten chapters which address the issues and concerns of women who wish to pursue or are pursuing academic careers. Chapters are organized into four parts which address the current status of women in academe, women's roles and career decisions, assuming leadership in higher education, and taking charge and taking care. Included are the following chapters: (1) "Working in the Ivory Basement: Subtle Sex Discrimination in Higher Education" (Nijole V. Benokraitis); (2) "Competition and Contact: The Dynamics Behind Resistance to Affirmative Action in Academe" (Lynn H. Collins); (3) "Paying Athena: Statistics, Statutes, and Strategies" (Ellin Kofsky Scholnick); (4) "Teacher Versus Scholar: Role Conflict for Women?" (Joan C. Chrisler); (5) "Student Evaluations: The Role of Gender Bias and Teaching Styles" (Susan A. Basow); (6) "Money Matters: The Art of Negotiation for Women Faculty" (Suzanna Rose and Mona J.E. Danner); (7) "Women as Faculty Leaders" (Joan C. Chrisler, Linda Herr, and Nelly K. Murstein); (8) "Breaking the (Plexi-)Glass Ceiling in Higher Education" (Kathryn Quina, Maureen Cotter, and Kim Romenesko); (9) "Standing Up, Talking Back, and Taking Charge: Strategies and Outcomes in Collective Action Against Sexual Harassment" (Bernice Lott and Lisa M. Rocchio); and (10) "Coping with Adversity" (Linda L. Carli). Also included in most chapters are short essays in boxes intended to serve as "success stories and cautionary tales" to illustrate points made by the authors.

NOTE- 39p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Branch Libraries; Childrens Television; Coding; Correlation; Fiction; Films; *Library Circulation; Library Collections; Library Research; Literary Genres; Nonfiction; *Public Libraries; Tables (Data); User Needs (Information); *Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- Ohio (Mahoning County); Ohio (Youngstown)

This study evaluated the circulation of videotapes at three branches of the Public Library of Youngstown and Mahoning County (Ohio). The study focused on what types of videotapes patrons were most likely to check out; the categories examined included fiction, nonfiction, and children's videotapes. Data were gathered for a one-week period, and a total of 1,093 videotapes were recorded as being on loan during this period. Results showed that the size of the community and the number of videotapes in the collection affected the total number of videotapes that circulated at each branch. The larger the population and size of the collection, the greater the rate of circulation. Fiction videotapes had the highest rate of circulation, with drama being the most popular. Nonfiction had the second highest rate of circulation. Although children's videotapes had the lowest circulation, preschool video selections could be linked to storytime programs at the branches. Seven tables present data on: circulation of all materials by branch; videotape circulation by branch; videotape collection size by branch; circulation of videotapes by branch and day of the week; distribution of fiction videotapes by genre; distribution of children's videotapes; and distribution of nonfiction videotapes by Dewey Decimal Number. Annotation coding sheets are appended. (DLS)

ED 424 861 IR 057 226

Jacob, Carol J., Comp.
The Off-Campus Library Services Conference Proceedings (6th, Kansas City, Missouri, October 6-8, 1993).
PUB DATE- 93
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Access to Information; *Distance Education; *Electronic Libraries; Foreign Countries; Higher Education; Information Technology; Librarian Teacher Cooperation; Library Administration; Library Planning; Library Role; *Library Services; Marketing; *Outreach Programs; Program Development; Shared Resources and Services; Student Attitudes; Teacher Attitudes; User Needs (Information); Users (Information)
IDENTIFIERS- *Off Campus Students

This conference proceedings of off-campus library services includes 30 papers covering the following topics: extracting the hidden potential of course syllabi; obstacles to user education for off-campus students; using Hypercard in an off-campus library environment; satisfying accreditation requirements in lean times; the library's role in franchising higher education; costing of off-campus library services; off-campus students' perceptions of the effectiveness of library user education; linking Indiana citizens to libraries; cooperative planning for service and instruction; responding to accreditation associations' concerns about an external degree telephone number; and (4) college by state directory, identifying each college under its corresponding state, including address, contact person and title, telephone number, fax number, electronic mail, whether the institution is public or private, areas of administrative responsibilities, and areas of special interest.(AS)

ED 424 880 JC 980 458

Mahoney, James R.; Barnett, Lynn
Developing Technicians: Successful International Systems.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Comparative Education; *Educational Change; Educational Practices; Foreign Countries; *Global Approach; *Global Education; Higher Education; International Cooperation; *Job Training; Problem Solving; Program Implementation
IDENTIFIERS- American Association of Community Colleges

This monograph contributes to the problem-solving process involved in educational globalization, presenting snapshots of technician training systems from six developed countries. Components of each system are highlighted, and problems and trends associated with them are discussed. The six essays--featuring technician education and training systems in Denmark, Scotland, Australia, Japan, Israel, and Germany--illustrate essential components of each country's system. Seven visions are common among the authors: (1) clear national standards are necessary to shape learning; (2) standard development requires participation by industry and employee leaders; (3) standards must be reviewed periodically; (4) qualification and assessment measures are vital; (5) funding is primarily the responsibility of the national government, but other contributors are necessary; (6) options must be made available; and (7) learning and training should begin early in the system. (Contains 57 references) (AS)

ED 424 881 JC 980 460

John Wood Community College...And How We Serve. Annual Report 1997-98.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; College Administration; College Faculty; Community Colleges; *Educational Facilities; Educational Finance; *Enrollment; Program Development; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *John Wood Community College IL

This report defines the operations and goals of John Wood Community College in Illinois (JWCC) for 1997-98. It reviews JWCC's curriculum, college transfer courses and degrees offered, career programs, workforce development for area businesses and industries, developmental studies for underprepared students, and adult education for high school others, such as finding opportunities to share teachers' stories with colleagues and students and promoting reflective writing groups. (Contains 21 references.) (KB)

ED 424 901 PS 025 979

Feldman, Jean R.
Wonderful Rooms Where Children Can Bloom! Over 500 Innovative Ideas and Activities for Your Child-Centered Classroom. K-2.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Art; *Class Activities; Classroom Design; *Classroom Environment; Early Childhood Education; Educational Environment; Educational Games; Learning Activities; Learning Centers (Classroom); Literacy Education; *Primary Education; *Student Centered Curriculum; *Young Children

This book for primary grade teachers provides over 500 ideas and suggestions for designing the environment and developing learning activities in a child-centered classroom. Part 1 of the book focuses on the larger school environment, with suggestions for making the whole school inviting for parents and children. Part 2 provides ideas for making the classroom physical space attractive, creating student portfolios, and storing educational materials. Included in part 2 is a classroom rating scale to identify strengths and weaknesses in classroom organization. Part 3 deals with creating a literate environment. Part 4 shows how to use children's art as a main focus in planning the classroom arrangement. Part 5 is devoted to learning centers, providing management and documentation tips and ideas for creative, fun activities, while part 6 details several games to challenge children's minds and build skills. (KB)

ED 424 902 PS 025 981

Brownell, Celia A.; Etheridge, Wendy; Hungerford, Anne; Kelley, Sue
Socialization of Self-Regulation: Continuity and Discontinuity Over Age and Context.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Continuity; Developmental Stages; Emotional Response; Longitudinal Studies; Mothers; Parent Child Relationship; Persistence; *Preschool Children; Preschool Education; Problem Solving; Resistance to Temptation; *Self Control; *Toddlers
IDENTIFIERS- *Self Regulation

Self-regulation is a major developmental accomplishment that begins in infancy and continues throughout childhood. This study focused on early socialization of self-regulation, and examined whether there was a common core of self-regulation in young children cutting across contexts and age, and whether the

(Contains 16 references.) (JPB)

ED 424 922 PS 027 015

Meehan, Natia; Stephenson, Susan
Homeschooling in the United States: A Review of Recent Literature.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Educational Attitudes; *Elementary Secondary Education; Family School Relationship; *Home Schooling; Literature Reviews; *Nontraditional Education; Parent School Relationship; Parent Student Relationship; *Parents as Teachers; Values Education

In the last 20 years, the incidence of home schooling in the United States has increased dramatically. This review examines the history of home schooling, the demographic characteristics of students schooled at home, and the reasons parents select this type of education. Findings suggest that parents who home school their children tend to have 2 to 3 more years of education than the general population and may have more children. Reasons for home schooling have typically been ideological (religious or philosophical) or pedagogical (social or academic). The majority of home schooled families study a wide range of conventional subjects and emphasize reading, mathematics, and the sciences. The relationship between home schooling families and the public school and government officials is presented as changing from one of contention and confrontation to one of cooperation. Examples of cooperation include a combination of home school and school study and the provision of support to home schooling families by public schools. Research on outcomes of home schooling has concentrated on the child's academic achievement, creativity, and self-esteem. Most research indicates that home schooled children perform at higher academic levels than non-home schooled children. However, many of the existing studies have methodological problems. (Contains 30 references.) (Author/KB)

ED 424 923 PS 027 016

Park, Jennifer M.
The State of Our Nation's Youth, 1998-1999.
PUB DATE- 98
NOTE- 48p.; For 1997-1988 report, see ED 413 046.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Aspiration; Attitude Change; Career Choice; Discipline; Extracurricular Activities; Family Life; Family Relationship; Family Size; High Schools; *Interests; Marriage; National Surveys; Parent Child Relationship; School Attitudes; Sex Differences; Social Attitudes; *Student Attitudes; Student Motivation; *Well Being; Work Attitudes; Youth Problems
IDENTIFIERS- *Adolescent Attitudes; Leisure Activities

This report details findings of a national questionnaire survey of the attitudes and plans of American adolescents. Participating were 1,195 students between 14 and 18 years of age in a nationally representative sample. To permit regional comparisons, 250 questionnaires were sent to representative households from each of the 9 U.S. Census regions, with households selected on the basis of household income, household

Infancy and Early Childhood: Opportunities and Risks for Pennsylvania and Its Children. A Special Report.
SPONS. AGENCY- Pittsburgh Univ., PA. Office of Child Development.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Brain; Child Development; Child Rearing; Cognitive Development; *Early Childhood Education; *Early Intervention; *Infants; Parent Child Relationship; Parenting Skills; Prevention; Toddlers
IDENTIFIERS- *Brain Development; *Pennsylvania

This Kids Count special report examines brain development during infancy and early childhood in order to provide a basis for an informed discussion about the need for preventive programs to foster healthy child development. The report summarizes information on early brain development and how experience shapes neural connections. It focuses on the role of positive parenting in providing opportunities for enhancing attachment and language development in infants and toddlers, and the pivotal stages of early brain development related to attachment and security, vision, and language. It identifies major risks to healthy brain development in Pennsylvania's children, including family poverty, community poverty, family problems and conflict, and dysfunctional parenting. The report highlights the cumulative effect of risk factors on children's development. In addition, the report describes approaches that foster early learning opportunities and lead to healthy child development: (1) promoting good parenting; (2) promoting healthy children; (3) promoting good child care; (4) making family centers and family support services more available; (5) finding and helping more abused or neglected infants and children; (6) targeting preventive early childhood program to more high-risk Pennsylvania children; and (7) sustaining investment in high-risk children. Finally, the report presents county-level statistical information on high school dropout rate, juvenile court delinquency placements, births to single teens, child poverty rate, and children in welfare families, illustrating how poor adolescent outcomes point to missed opportunities for adolescents and a new generation at risk. (KB)

ED 424 942 PS 027 065

Landsverk, Ruth Anne
Families, Communities, Schools--Learning Together, Fall 1998. Bulletin 99040.
PUB DATE- 98
NOTE- 35p.; For previous bulletins in this series, see ED 392 524, ED 408 029, ED 408 083, and ED 414 072.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Citizenship Education; Community Involvement; Elementary Secondary Education; *Family School Relationship; Learning Activities; Museums; *Parent Participation; Parent Responsibility; Parent Role; *Parent Teacher Cooperation; Parents as Teachers; *School Community Relationship

(055)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Food Service; Leaders Guides; *Nutrition; Nutrition Instruction; Professional Development; Technical Assistance
IDENTIFIERS- School Breakfast Program; School Lunch Program; School Meals Initiative for Healthy Children

The School Meals Initiative for Healthy Children was launched in June 1994 to improve the health and education of children through better nutrition. This leadership guide provides information to school decision-makers on using materials and resources developed by the U.S. Department of Agriculture and describes Team Nutrition, an implementation plan to support schools in implementing the new policy, provide state-of-the-art nutrition education to children and families, and training and technical assistance for food service personnel. Part 1 of this document, "Changes, Challenges, and Choices," outlines the framework for the National School Lunch and Breakfast Programs; presents the components of Team Nutrition for classroom-based nutrition education from pre-kindergarten through grade 5; describes the food service components; presents information on promoting nutrition in the school environment through activating a Team Nutrition supporters network and adopting a school nutrition policy; describes materials available for families, the community, and the media. It also discusses how schools can work with Team Nutrition supporters and partners and provides an example of a Team Nutrition activity. Part 2 of the document provides information on nutrition materials and resources, including classroom curriculum kits, publications, and on-line information. The guide also includes information on enrolling as a Team Nutrition School and lists State Child Nutrition Education and Training Coordinators, State Child Nutrition Directors, and State Extension contacts. The document concludes with a list of Team Nutrition supports and partners and the mission statement of Team Nutrition. (KB)

ED 424 961 PS 027 093

Seng, SeokHoon
Thinking about Thinking Skills in a Preschool Curriculum.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Singapore Conference on Preschool Education (1st, Singapore, December 2-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Foreign Countries; Piagetian Theory; *Preschool Children; *Preschool Curriculum; Preschool Education; Theories; *Thinking Skills
IDENTIFIERS- *Mediated Learning Experience; Vygotsky (Lev S)

Bright Start is a preschool program designed to assist caregivers and educators of children ages 2 through 5 years become optimal facilitators of young children's learning through enhancing the quality of their interaction with children and through providing mediated learning experiences. This paper examines the cognitive approach to preschool curricula and describes characteristics of the Bright Start program. The program's theoretical basis is described as grounded in the theories of Piaget, Vygotsky, Feuerstein, and Haywood. The systematic curriculum is build around six core ideas, presented as curriculum units: (1) "Noticing Our World," focusing on using the senses to experience the environment; (2) "Looking Back," emphasizing the ability to reflect on the past and connect past on the premise that all humans, starting at infancy, have a fundamental capacity and desire for interpersonal connection, this study investigated ways in which this capacity and desire evolve and manifest themselves in boys' lives, with a focus on adolescence. Participants in this multi-site study were 67 boys (ages 12-18) attending public and private schools in California and Massachusetts. This study used ethnographic observations and clinical interviews to investigate ways in which boys negotiate their identities, behaviors, and relationships in light of cultural constructions of masculinity. Dyadic, in-depth interviews were also conducted to elicit narratives about ways in which these boys construct their socio-cultural realities and the meanings that these boys ascribe to their own behaviors and relational styles. The central conclusion of the study is that boys possess relational strengths which, although sometimes hidden, can be considered beneficial to their psychological health and development. It is further suggested that researchers and practitioners focus on providing boys with ways to build on the relational strengths that they already have. (EV)

ED 424 979 PS 027 136

The Vermont Guide to Early Childhood Careers.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Vermont State Dept. of Social and Rehabilitative Services, Waterbury. Child Care Services Div.
PUB DATE- 98
NOTE- 69p.; Prepared by the Professional Preparation and Development Committee of the Vermont Early Childhood Work Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Caregiver Role; Certification; *Child Caregivers; Day Care; *Early Childhood Education; *Employment Opportunities; Family Day Care; Home Visits; *Occupational Information; Professional Development; Program Descriptions; Special Education; State Programs; Teacher Role; Teaching Assistants; Volunteers
IDENTIFIERS- Day Care Licensing; *Vermont

This booklet describes early childhood education opportunities in the state of Vermont. The booklet was designed with the vision of early childhood education as a career lattice (rather than ladder) that allows workers to advance along broader pathways, crossing from one setting or program into another for which he or she is qualified. The "Vermont Early Childhood Lattice" is offered as a guideline to show readers the breadth of opportunities available in the field. Using the lattice, readers can then turn to appropriate sections of the booklet for more information. The booklet's sections are: (1) "Programs and Settings"; (2) "The Early Childhood Professions" (registered family home child care providers, teachers, paraeducators/special education assistants, teacher assistants, substitutes and volunteers, in-home child care providers, early childhood support specialists, program administrators, professional development service providers, home visitors and outreach workers); (3) "Credentials, Accreditation, and Licensure"; (4) "Planning Your Professional Development"; and (5) "Resources." Includes an alphabetical index to careers and job descriptions. (EV) communities, and national organizations are developing innovative child care consumer education strategies--including Internet-based efforts--to help parents with this task. Child care consumer education provides the information parents need to assess their needs, locate services, evaluate quality, and choose the best possible care for their children. Families looking for child care may benefit from the information offered through multimedia consumer education campaigns or through services offered by community child care resource and referral agencies. The Internet, when coupled with other modes of information dissemination, can also be an effective tool. Although the Internet provides an enormous amount of information, it also has obstacles and pitfalls around which a family may have to maneuver to find applicable information. Information providers need to study, evaluate, and improve consumer education initiatives to best meet the child care needs of all children and their families--both online and offline. (A list of World Wide Web sites mentioned in the paper and a description of the National Child Care Information Center are appended.) (LPP)

ED 424 998 PS 027 184

Groves, Melissa; Jarnigan, Michele; Eller, Kendra
"But How Do We Use It?": Discovering Hidden Barriers and Unanticipated Successes in Integrating Computers in a Preschool Curriculum.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Computer Selection; Computer Software Selection; *Computer Uses in Education; *Educational Technology; Preschool Children; *Preschool Education; Professional Training; Staff Development
IDENTIFIERS- Technology Integration

This paper describes the integration of computers into two preschool classrooms in the Child Development Laboratories at the University of Tennessee. Before the placement of the computers in fall 1996, conversations with teachers revealed concerns about how best to use the computers. As a result of these discussions, a plan for training and evaluation was developed that focused on how to increase teachers' familiarity and comfort with the technology. Shortly thereafter, hardware and software were purchased, and training was initiated. Observation of the classrooms in spring 1997 revealed unintended outcomes and effects. Even with an ongoing training plan for the computers in place, teachers struggled with the integration of the computers in the curriculum. On the positive side, the computer center became a significant parental interest and a place of frequent parent-teacher communication. Hence, as teachers became comfortable with the use of the computers into their classrooms, they also focused on how to use the technology as a tool for child observation and how to share that information with the children's families. A plan for integrating the computers into the whole curriculum still needs to be developed. The major challenge has been finding the time and resources to use computers effectively. Only continued planning, evaluation, and reevaluation will allow for the full

Students.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; Educational Technology; Elementary Education; Models; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Program Effectiveness; Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Voice Mail

Parent involvement is considered one of the most powerful means for improving schools and for increasing the satisfaction of parents and the community. However, barriers of time, schedules, and resources have put limits on effective parent involvement. To address these problems, telecommunications technology has been applied to increase parent-teacher interaction. Voice messaging ("voice mail") is now an established way to open schools to virtually all homes, using the telephone to assure easy connectivity. The Transparent School Model, the original plan for using these linkages, can produce a high level of school-home interaction and can give positive results in student performance and parent attitudes. New technology applications are also emerging, where computer devices in the home give access to the Web, the Internet, and other resources. As cable delivery and addressable set-top devices become more available, schools can become much more open to homes and the community. With a new integrated technology model to link schools, families, and students, the barriers and gaps can be reduced or eliminated. Parents could have their choice of several delivery channels, and teachers would be able to provide remote access to the learning experience of the child with modest additional time and energy. The use of current technology to link teachers and families is feasible, and the near future holds new means of information exchange between schools and homes. (LPP)

ED 425 018 PS 027 204

Blanchard, Jay
The Family-School Connection and Technology.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Models; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Telecommunications

As an integral part of American life, technology is expected to accomplish a variety of tasks, including promoting the educational development of children. To accomplish this task, technology must deal with the challenge of connecting the two

Cultural Maintenance; *Culturally Relevant Education; Curriculum; Elementary Secondary Education; Native Language Instruction; *School Community Relationship; *State Standards; Teacher Role
IDENTIFIERS- *Alaska; Community Based Education; Indigenous Knowledge Systems

Alaska Native educators have developed standards that schools and communities can use to examine the extent to which they are attending to the educational and cultural well-being of their students. These "cultural standards" are intended to complement Alaska state content and performance standards. Standards have been developed for five areas: students, educators, curriculum, schools, and communities. Culturally knowledgeable students are well grounded in community heritage and traditions and are able to build on their local cultural knowledge and skills to achieve personal success and an awareness of their place in the world. Culturally responsive educators incorporate local ways of knowing and teaching in their work, participate in community activities, foster complementary educational expectations between home and school, and recognize individual student potential. Cultural standards for curriculum address reinforcement of students' cultural integrity, recognition of cultural knowledge, use of the local language and cultural knowledge as a curriculum foundation, fostering diverse knowledge systems, and situating local knowledge and actions in a global context. Cultural standards for schools promote participation of Elders in schooling, multiple forms of access to learning and assessment, opportunities to learn in or about heritage languages, indigenous professional staff, inviting and accessible facilities, and school-community interaction. Cultural standards for communities outline forms of community support for local cultural traditions, the heritage language, cultural education, families, teachers, and the school. Performance indicators are given for each standard. Uses of the cultural standards are suggested in the preface. (SAS)

ED 425 036 RC 021 732

Dietrich, Lisa C.
Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Cultural Context; Disadvantaged Schools; Dropouts; Early Parenthood; Ethnography; *Females; High School Students; High Schools; Hispanic American Culture; *Juvenile Gangs; *Mexican American Education; Mexican Americans; *Sex Role; Sexuality; Social Environment; Subcultures; *Youth Problems
IDENTIFIERS- Barrios; California (San Diego County); *Chicanas; Hispanic American Students; Machismo

"Westhills" is a multiethnic coastal community in San Diego County, California, in which Mexican Americans comprise approximately 22 percent of the population. This book reports ethnographic research on a group of working-class Chicana adolescents in one Westhills barrio and their problems, school experiences, immersion in two conflicting cultures, and involvement with gangs. Chapters focus on the influence of cultural context on teen behaviors, research setting and methodology, seven girls featured in the book, sex role and family patterns in the barrio, peer culture and patterns of behavior, sex and love, schooling, gangs, and one specific

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation Education; Elementary Secondary Education; *Environmental Education; Hands on Science; Hydrology; Instructional Material Evaluation; *Interdisciplinary Approach; Resource Materials; *Science Activities; Science Education; State Curriculum Guides; Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- California

Interdisciplinary by nature, environmental education is appropriate in any subject area and many educators often integrate environmental concepts into their lesson plans. This compendium of 109 collections of curriculum materials has been developed to assist educators in their selection of materials focusing on water resources. Curricula cover such topics as water science, watershed management and protection, water pollution, water resources and conservation, and related human/societal issues. At the primary level, a predominant number of curricula focus on the physical and chemical properties of water and the role of water in students' lives. The content offers a diverse selection of activities in science, geography, language arts, history, and social studies at the upper elementary level. Intermediate and secondary level curricula frequently address sustainable water use as well as political and economic systems that govern water use within the context of societal values and cultural beliefs. Descriptive and evaluative information on each curriculum is presented. Curricula were evaluated for appropriateness at four grade-group levels: K-3, 4-6, 7-9, and 10-12. The materials were evaluated to identify those curricula that align with California education frameworks and that are accurate and comprehensive in their presentation of issues related to the topic of water resources. Each curriculum described in the compendium received an overall grade of B- or above. Supplemental materials not deemed curricular in design are listed in the appendices along with other resources. (PVD)

ED 425 054 SE 060 605

Pothier, Yvonne M., Ed.
Canadian Mathematics Education Study Group. Proceedings of the Annual Meeting (Halifax, Nova Scotia, Canada, May 31-June 4, 1996).
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; Foreign Countries; Internet; Learning Theories; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Postsecondary Education; Problem Solving; Professional Development; Proof (Mathematics)
IDENTIFIERS- Canada

This conference proceedings includes two plenary lectures by Celia Hoyles and David Henderson. Papers from working groups deal with teacher growth, dynamic algebra, and the role of proof in post-secondary education. Topic sessions from the conference examine problems, puzzles, and games; the relationships among parents, children, and mathematics; the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; *Algebra; High Schools; Instructional Materials; *Manipulative Materials; Mathematics Education; *Secondary School Mathematics; Teaching Methods

The purpose of this study was to evaluate the effects of manipulatives on student achievement in a high school Algebra I class. The study was conducted during the third nine weeks grading period in the spring of 1997 at a high school in Lewisburg, West Virginia. The study groups used in the study were two Algebra I classes. One class had an enrollment of 24 students and the other an enrollment of 25 students. The classes were composed of sophomores and juniors. The groups and instructional strategies used included: (1) Group A (Control Group)--students were taught using the traditional teaching method of lecture, homework, and in-class worksheets; and (2) Group B (Experimental Group)--students were taught using the traditional teaching method of lecture and homework but instead of in-class worksheets, students worked with the manipulative Algeblocks. Both groups were taught at the same rate and by the same method except for the use of the manipulative. A pretest was administered to each class at the beginning of the study and the results tested to be certain that the groups were homogeneous. The results were analyzed using a two-sample t-test and at the .05 level of significance, no significant difference was identified in the achievement levels of the two groups. A posttest identical to the pretest was given to both groups at the conclusion of the study in order to determine if the groups were homogeneous. The results of the posttest were also analyzed using two sample t-test. At the .05 level of significance there was a significant difference in the achievement levels of the two groups at the conclusion of the study. When comparing the mean scores of the posttest, it was discovered that the mean score of Group A was higher than that of Group B which would indicate that the students taught using the traditional method of lecture, homework, and in-class worksheets outperformed the students taught using the manipulatives. (Contains 42 references.) (Author/NB)

ED 425 078 SE 061 905

O'Sullivan, Christine Y.; Weiss, Andrew R.; Askew, Janice M.
Students Learning Science: A Report on Policies and Practices in U.S. Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Selection (Students); *Educational Policy; Elementary Secondary Education; Knowledge Base for Teaching; Learning Strategies; *Science Curriculum; Standards; *Student Evaluation
IDENTIFIERS- National Assessment of Educational Progress; Office of Educational Research and Improvement

This report on teachers' academic preparation and professional development, the amount of emphasis science instruction receives in schools, student course taking, and the availability of school resources that support science learning is intended primarily for policy makers, school administrators, and educators concerned with state- or school-level policies.

similarities and differences among the role of principals across cultures and educational settings. (EH)

ED 425 101 SO 029 494

Mileski, Jennifer
The Outcomes of Teaching Tolerance: A Research Report Submitted to the Graduate Social Science Education Program.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Bias; Cognitive Processes; High Schools; Multicultural Education; *Social Bias; Social Studies; *Student Attitudes

This study attempted to record possible changes in individual students involved in a "teaching tolerance" program. Approximately 70 high school students enrolled in a "Participation in Government" class were analyzed qualitatively to determine whether individuals experience a change in attitudes toward those different from themselves. Writing samples, an open-ended survey, interviews before and after video-viewing, and observations were used to gather data. The paper concludes that the program worked on various levels within the classes due to the resource materials presented and the opportunities to explore diverse viewpoints among class members. (EH)

ED 425 102 SO 029 496

Fehn, Bruce; Flowers, Lamont; Jones, Elsie
"Why Is There So Much Hate in People's Hearts?": African-American Students Interpret the Integration Struggle in Little Rock, Arkansas, 1957.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Black History; *Black Students; *Black Studies; *Civil Rights; Equal Education; High Schools; Law Related Education; *Primary Sources; Racial Bias; *United States History
IDENTIFIERS- African Americans; *Little Rock School District AR

This study represents an attempt to address a gap in the research knowledge regarding how African Americans respond when provided an opportunity to interpret, analyze, and evaluate significant historical episodes in the struggle against race-based oppression and for racial equality. The study reports on what happened when a class of 16 African-American high school students interpreted the struggle to integrate Central High School in Little Rock, Arkansas, in 1957. The study results, while tentative and preliminary, suggest African-American history powerfully sparked the interest and historical understanding of one class of African-American teenagers. The study was conducted with 16 subjects enrolled in an African-American history course at a large, urban high school in the midwest. Primary sources associated with the dramatic efforts to desegregate Central High School were presented to the students. The lesson plan employed in the study is provided in an appendix. (EH)

ED 425 124   SP 038 141

Perspectives of Chinese American Education in the 21st Century. Proceedings of the Annual International Conference of the Chinese American Research and Development Association (CAERDA) (5th, Houston, Texas, September 20, 1997).

PUB DATE- 97
NOTE- 185p.
LANGUAGE- English; Chinese
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Asian Americans; Bilingual Education; Child Health; Children; *Chinese Americans; Cultural Awareness; Cultural Influences; *Educational Change; Elementary Secondary Education; Empowerment; Foreign Countries; Higher Education; Inservice Teacher Education; Language Acquisition; Literacy Education; Native Language Instruction; Parent Participation; Physical Fitness; Professional Development Schools; Psychological Patterns; Second Language Instruction; Stress Management; Students; Teacher Burnout; Teacher Improvement; Teachers; Thinking Skills; Well Being
IDENTIFIERS- Identity Formation; Spirituality; *Taiwan; Texas

The papers from this conference are presented in three parts. Part 1 includes the panel sessions. Section 1 of part 1, "Trends, Policies, and Resources in Education," includes the following papers: "Continuing Higher Education and the Asian-American Perspective" (L.L. Hsu); "New Directions for Education: Minister Jin Wu's Initiatives to Rebuild Taiwan's Schools" (C.J. Liu); "City of Houston's Involvement in Education, Charter Schools in Texas, Flashing Yellow Lights, School Zones, Cooperative Programs with School, and Internet Availability" (M. Wong); and "Joint Efforts for Young Leadership Training" (E.L. Yao). Section 2, "Education Reform: Approaches and Implications" includes: "Educational Reform: The Student Perspective" (L.L. Chen); "Emerging Issues and Trends in Post Secondary Education" (D.L. To); and two articles with Chinese titles by A. Huang and L.C. Chiao. Part 2 includes the symposium and focuses on "Health, Social, Psychological, and Physical Development." The papers are: "Value of Physical Activities to the Growth and Development of Children and Youth Preference of Exercise Programs" (J.J. Zhang); "The Dimensions of Health" (J. Yi); "Aspects of Health and Spirituality" (B. Gor); "Psychological Perspectives of the Chinese American Education" (G. Lin); and "Ways of Coping with Stress of Chinese Students at an U.S. University" (F.M. Law and G.J. Guo). Part 3 offers the paper sessions. Section 1 of part 3 discusses "Students, Families, and Social Context" as follows: "Who am I? Chinese, American, or Both?--Coping with the Identity Issue and Becoming a Well-Rounded Person" (T. Hu and H.T. Liu); "What are the Anxious Examinees Thinking about while Taking a Test: An Introduction Using 'Thinking Aloud' Method" (A. Lau); "General Perceptions of School and Home among Asian-American Students and Their Parents" (M.G. Lian and K.F. Poon-McBrayer); "Parental Involvement: A New Challenge to Asian-American Parents" (W. Shen); "The Internal Consistency and Factor Structure of a Translation of Chinese Student Development Task and Lifestyle Inventory" (G.J. Guo and F.M. Law); and "The Preliminary Study of 1997 Taiwan Education Longitudinal Study" (S. Chang). Section 2, "Chinese Language Pedagogy and Ethnic Culture," includes "Classroom Activities for Enhancing Effectiveness in Teaching the Chinese Language" (C. Houng); "From Theory to Practice: An Application of Theme Cycle in Chinese Language Instruction" (L. Chang, J.M. Chang, S.H.L.

(Individual chapters contain references.) (DB)

ED 424 843 HE 031 698

Currie, Jan, Ed.; Newson, Janice, Ed.
Universities and Globalization: Critical Perspectives.
PUB DATE- 98
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; College Administration; Comparative Education; Distance Education; Economics; *Educational Policy; Educational Trends; Foreign Countries; *Global Approach; Governance; *Higher Education; International Education; Management Systems; Politics; Privatization; *School Business Relationship; Trend Analysis; Universities

The 14 papers in this collection examine how a globalizing political economy affects the way universities are governed, discussing practices such as managerialism, accountability, and privatization which represent a shift toward business values and a market agenda. Part 1 gives a theoretical overview of the globalization agenda. Part 2 gives three examples of national responses to the globalization agenda. Part 3 considers how universities have been shaped by particular globalization practices such as corporate managerialism. Part 4 looks at higher education institutions that cross national borders (such as distance education universities) and supranational regulatory agencies. The individual chapters are: (1) "Introduction" (Jan Currie); (2) "Globalization and Education Policy in Australia" (Janice Dudley); (3) "National Higher Education Policies in a Global Economy" (Sheila Slaughter); (4) "The Changing Political Economy: The Private and Public Lives of Canadian Universities" (Donald Fisher and Kjell Rubenson); (5) "The Service University in Service Societies: The Norwegian Experience" (Arild Tjeldvoll); (6) "The Last Decade of Higher Education Reform in Australia and France: Different Constraints, Differing Choices, in Higher Education Politics and Policies" (Richard DeAngelis); (7) "Micro-Economic Reform Through Managerialism in American and Australian Universities" (Jan Currie and Lesley Vidovich); (8)"Don't Count Your Blessings: The Social Accomplishments of Performance Indicators" (Claire Polster and Janice Newson); (9) "Changing Accountability and Autonomy at the 'Coalface' of Academic Work in Australia" (Lesley Vidovich and Jan Currie); (10) "The Entrepreneurial University: Macro and Micro Perspectives from the United States" (Edward H. Berman); (11) "Globalization and Distance Education Mega-Institutions: Mega-Ambivalence" (Mick Campion and David Freeman); (12) "Globalization, the OECD, and Australian Higher Education" (Robert Lingard and Fazal Rizvi); (13) "Reshaping the Educational Agendas of Mexican Universities: The Impact of NAFTA" (Heriberta Castanos-Lomnitz, Axel Didriksson, and Janice Newson); and (14) "Conclusion: Respositioning the Local Through Alternative Responses to Globalization" (Janice Newson). A glossary of acronyms and an index are included. Individual chapters contain references.) (DB)

ED 424 844 HE 031 699

Tidball, M. Elizabeth; Smith, Daryl G.; Tidball, Charles S.; Wolf-Wendel, Lisa E.
Taking Women Seriously: Lessons and Legacies for Educating the Majority. American Council on Education/Oryx Press Series on

program; taking the technology to remote classrooms; using technology to provide library services for a branch campus in Europe; distance education and the virtual library; faculty perceptions of off-campus student library needs; developing a library service to distance students in New Zealand; assessing and enhancing off-campus library services in western Kentucky; analysis of staffing patterns and personnel management practices for academic library staff at off-campus locations; the impact of library service to non-resident students; acquisition issues in providing library support for distance learning; statewide resource sharing; off-campus faculty and student perceptions of the library; improving library services at satellite campuses via networking; funding off-campus library services through alternative sources; use of a CD-ROM local area network by remote site students; the Schaffner model of library services; library services for the Open Learning Agency of Australia; barriers to library services to distance learners in Third World countries; using computer-mediated conferencing to create a community of researchers and writers; use of job aids for bibliographic instruction; and implementing a virtual library for off-campus students. (DLS)

ED 424 862   IR 057 227

Jacob, Carol J., Comp.
The Off-Campus Library Services Conference Proceedings (7th, San Diego, California, October 25-27, 1995).
PUB DATE- 95
NOTE- 412p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Access to Information; *Distance Education; *Electronic Libraries; Foreign Countries; Higher Education; Information Literacy; Information Technology; Librarian Teacher Cooperation; Library Administration; Library Instruction; Library Planning; *Library Services; Marketing; *Outreach Programs; Program Development; Quality Control; Shared Resources and Services; Student Attitudes; Teacher Attitudes; User Needs (Information); Users (Information)
IDENTIFIERS- *Off Campus Students

This conference proceedings of off-campus library services includes 37 papers covering the following topics: ensuring excellence in distance library services; DePaul University's research consultation service; using videos to promote library service; a virtual academic library project in England; student-centered library instruction off campus; interactive access; a national study of external degree program/library coordination; off-campus faculty perceptions of the value of library user education; information literacy; accreditation of off-campus library services; development of academic library outreach services; providing off-campus library service using notebook computers for remote access; branch campus library needs assessment; information support to distance postgraduate business students; interlibrary loan as supplier-provider for off-campus students; ERIC on CD-ROM as a multicultural research tool; library services in interactive instructional television classes; faculty awareness and attitudes regarding library services to off-campus students; navigating distance education library services in Hawaii; integrating library instruction into course modules; starting an off-campus library services program; teaching library skills to adult students; collaboration with faculty to integrate information literacy into the curriculum; developing off-campus services in Utah;

completion. Successes and faculty/staff accomplishments are noted, and the college's effectiveness in serving its community is discussed. Following a message from the president, the report introduces JWCC's new Technology Center (the first building of what will eventually be a four-building core campus), lists cooperative agreements that have benefited the community, discusses the 5.6% enrollment increase, cites student and staff awards, reviews enhanced academic programs, and comments on college revenues and expenditures. The report concludes with a look at the year in review, citing JWCC's expanded curriculum, staff, facilities, and student body as positive changes for the college. (AS)

ED 424 882 JC 980 461

Peterson, Anne R.; Snyder, Paula J.
Using Mind Maps To Teach Social Problems Analysis.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cognitive Mapping; *Cognitive Style; Community Colleges; Controversial Issues (Course Content); Instructional Development; *Learning Strategies; Student Needs; *Teaching Methods; Thinking Skills; Two Year Colleges
IDENTIFIERS- Columbus State Community College OH

This paper identifies five difficulties in teaching the analysis of social problems, and proffers "mind maps," a concept that refers to the ways in which students create a visual representation of their thinking patterns, as a possible solution. In constructing mind maps, especially for a Social Problems course, the following four steps are recommended: (1) preparation--students must do background reading and research on a social problem of interest to them; (2) brainstorming-students write down all the causes and consequences related to the social problem they've chosen to investigate, then identify the ones central to their topic; (3) revision-students revise their initial drafts and continue to gather data; and (4) presentation-students present their mind maps to others for understanding and evaluation. Some of the benefits of mind maps are that they require active learning, improve memory and learning skills, encourage creative thinking and problem-solving, and honor different learning styles. This paper presents the results of using mind maps at Columbus State Community College, as well as several mind map projects. (Contains 15 references.) (EMH)

ED 424 883 JC 980 462

Barber, Jerry
Selected Financial Management Practices of the State University of New York College at Potsdam. Report 97-S-54.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); *Educational Finance; *Financial Audits; Higher Education; Information Policy; Institutional Evaluation; *Quality Control; *State

same maternal behaviors operate similarly to support the growth of self-regulation across different aspects of self-regulation and over age. Participating in the study were 96 children assessed at 15, 24, and 36 months of age in several laboratory situations, including structured and unstructured interactions with their mothers. Various aspects of mothers' and children's behavior corresponding to different aspects of emerging self-regulation were coded, emotion regulation at 15 months, resistance to temptation at 24 months, persistence and mastery behavior at 36 months. The findings indicated that there were no relations among 15-month behavioral and affective responses to frustration, 24-month resistance to temptation latency or strategies, and 36-month persistence and affective responses to difficult tasks, suggesting little coherence in specific features of self-regulation during the toddler years. However, there were several correspondences in maternal behavior over tasks and ages, suggesting some continuity in mothers' socializing strategies relevant to self-regulation across several interaction contexts and ages. Using a general Self-Regulation score for children and four general parenting dimension scores for mothers (Controlling/High Structure, Negative/Intrusive, Supportive Structure/Gentle Guidance, and Warm/Positive), no relations were found across ages and settings in children's propensity to self-regulate. The overall self-regulation score was related to the affective, but not the controlling, structuring, and guiding, features of parenting. (KB)

ED 424 903   PS 026 631

Fundacion Bernard van Leer, Boletin Informativo, 1987-1996 (Bernard van Leer Foundation Information Bulletin).
PUB DATE- 96
NOTE- 353p.
LANGUAGE- Spanish
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingualism; Child Advocacy; *Child Development; *Child Health; *Child Welfare; *Early Childhood Education; Early Parenthood; Educational Finance; Family Involvement; Fathers; Foreign Countries; Newsletters; Nutrition; Parents as Teachers; Play; Program Descriptions; Transitional Programs; Violence
IDENTIFIERS- Bernard van Leer Foundation (Netherlands)

This document consists of ten annual Spanish Language Bulletins, published during the period 1987-1996. The early bulletins were largely composed of selections originally published in the Bernard van Lear Foundation's English-Language "Newsletter The articles discuss topics such as: (1) parents as children's first teachers; (2) health and nutrition; (3) play; (4) adolescent parents; (5) family involvement in children's care and education; (6) home visits; (7) communicating messages about child care; (8) bilingualism; (9) excerpts from the tenth international seminar of the Bernard van Leer Foundation; (10) the "De nino a nino" approach in which children help other children and their communities; (11) community financing of education; (12) the participation of parents, teachers, communities, and governments in fostering infant development; (13) the role of fathers; (14) children in situations of war and conflict; (15) young children's transition from home to school; (16) women and child care; (17) the changing family structure; (18) the early years as the foundation of learning throughout life; and (19) advocating for children's rights. (BC) size, market size, and age and gender of the individual teen. A weighting procedure was used to ensure correct representation of Census regions within the national sample. Findings are presented in six major areas. "The Road Ahead" focuses on the greatest problem or challenge during the next year. "Their Role Models" identifies the categories of teens' role models. "The World Around Them" deals with the views of youth on the greatest problems facing the United States. "The School Environment" presents teens' overall marks for schools, safety and security in school, school discipline problems, cheating behavior, teachers' and administrators' caring and concern, student effort and grades, degree of effort and challenge, course work, opportunities and expectations, co-curricular activities, employment, and social life. "Family Life" covers males' and females' relationships with family members, family rules, and attitudes of students identified as Successful, Strivers, or Disillusioned. "Their Future" describes student attitudes toward personal, educational, and occupational plans following high school, career choices, ideas about the American Dream, income expectations, and views on marriage, and children. (Author/KB)

ED 424 924 PS 027 021

Foster Care: Implementation of the Multiethnic Placement Act Poses Difficult Challenges. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption; *Child Welfare; *Children; Federal Legislation; *Foster Care; Foster Children; Foster Family; Public Policy; Race; Resistance to Change
IDENTIFIERS- Multiethnic Placement Act 1994; *Placement (Foster Care)

The Multiethnic Placement Act and its 1996 amendment sought to reduce the time children wait to be adopted by eliminating race-related barriers to placement. This report provides information on federal, state, and local efforts to implement the act and its amendment in foster care and adoption placement policy, guidance, and technical assistance; and barriers to changing placement practices. Several data collection methods were used, including interviews with foster care and adoption program officials at the Department of Health and Human Services (HHS), the California Department of Social Services, and caseworkers in two California counties; review of relevant laws, regulations, and documents; and review of selected technical assistance activities. The findings indicated that HHS provided less help to states and was slower to revise guidance after the 1996 amendments than in 1994. Both California counties have trained caseworkers on the amendment. Among the challenges remaining at all government levels are changing long-standing placement practices, translating legal principles into practical advice, and developing compliance monitoring systems. Implementing the amended act predominantly relies on caseworkers' understanding and willingness to eliminate race from placement decisions; however, not all believe that eliminating race considerations will result in the best placements for children. Neither the state nor HHS has provided clear guidance in applying the law to casework. Federal efforts

IDENTIFIERS- American Education Week; Lifelong Readers; Wisconsin

The Families in Education Program sponsored by the Wisconsin Department of Public Instruction is dedicated to nurturing a family-community-school partnership and provides this packet for schools to use throughout the year to promote families and learning. The articles in the packet contain ideas for making family-community partnerships work in the schools. Articles address the following topics: (1) quick start questions to link learning at school and home; (2) practices to improve school-family partnerships; (3) ways to use American Education Week ideas year-round; (4) grassroots community involvement based on Oregon's ParentShare program; (5) the American Library Association's Teen Read Week; (6) youth service learning to build skills and promote democracy; (7) citizenship to unite schools, families, students, and communities; (8) family involvement in early childhood programs; (9) tips for parents to notice and nurture their child's special talents; (10) Wisconsin's Sesquicentennial Home-School project; (11) a parenting survival kit; and (12) ways to enrich a museum visit. The final article discusses a parent brochure developed by an elementary school and the publication's impact on the school community. (LBT)

ED 424 943   PS 027 067

North Dakota Kids Count! Fact Book, 1997: State, Regional and County Profiles of Child Well-Being in North Dakota.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 160p.; For 1996 Fact Book, see ED 410 068.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Expenditure Per Student; Family (Sociological Unit); Family Violence; Foster Care; Infants; One Parent Family; Out of School Youth; *Poverty; Prenatal Care; Preschool Education; Safety; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; Child Safety; *Indicators; *North Dakota; Project Head Start

This Kids Count report details statewide trends in the well-being of North Dakota's children. The statistical portrait is based on indicators of children's well-being in seven areas: (1) population; (2) family composition; (3) economic condition; (4) child safety; (5) child health; (6) education; and (7) teens at risk. The report begins with an overview of the organization, criteria for data selection, changes in data presentation, data limitations, description of the categories and indicators of child well-being, and regional maps. The report's second section presents statewide data, including multi-year trend data, as available. The third section presents regional data for eight geographical regions of the state, including multi-year trend data as available, and comparative data between the region and the state. The fourth section, and bulk of the report, presents profiles for each of the state's 53 counties, including multi-year trend data as available, and comparative data between the county and the state. Important findings include an increase in children living in foster care, children eligible for food programs, low birth weights, special education enrollments, ACT scores, licensed child care with present events; (3) "Let's Make a Plan," dealing with thinking strategically, setting goals, planning, evaluating the results, and making revisions based on the results; (4) "That's Fantastic," focusing on developing imagination, cause and effect connections, and hypothetical thinking; (5) "The Nimble Symbol," addressing the use of symbols and building a foundation for literacy and numeracy; and (6) "What's the Big Idea?," highlighting the main idea and looking for and learning from generalizable principles. The paper highlights research on the program indicating that children participating in Bright Start consistently showed superior primary grade achievement in language, reading, and mathematics. (KB)

ED 424 962 PS 027 094

Purbrick, Becky, Ed.
Child Rights Information Network Newsletter, 1997.
PUB DATE- 97
NOTE- 49p.; For 1996 Newsletter, see ED 417 854.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Labor; Child Welfare; *Children; *Childrens Rights; Foreign Countries; Information Sources; Newsletters; Organizations (Groups); Program Descriptions; Sexual Abuse; *Well Being
IDENTIFIERS- *Child Rights Information Network

These three newsletter issues communicate activities of the Child Rights Information Network (CRIN) and report on information resources and worldwide activities concerning children and child rights. The January 1997 issue profiles CRIN members in Costa Rica, Tanzania, Germany, and Switzerland; and provides updates on the activities of projects linked to CRIN, including the CRIN organizations database and the International Resource Centre on the Protection of Children in Adoption. The June 1997 issue profiles CRIN members in Canada, the United Kingdom, Uruguay, and Thailand; updates CRIN-linked activities of the Task Force on National Coalitions, the International Juvenile Justice Network, and UNESCO; and introduces "virtual desks," small groups of organizations that identify information on themes to be shared with CRIN members, such as child labor and commercial sexual exploitation. The October 1997 issue profiles CRIN members in Bangladesh, Senegal, Costa Rica, and the United States; includes updates of activities of the Task Force on National Coalitions and the CRIN Web Site Directory; and discusses the information available on the organization's Web site related to child labor and sexual exploitation. Each issue also contains an annotated bibliography of publications on children's rights and provides information on forthcoming meetings related to children's rights. (KB)

ED 424 963 PS 027 095

Diagnosis: Indicators of the Health and Safety of Young Tennesseans. A Tennessee KIDS COUNT Project Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; *Child Health; *Children; Counties; Demography; Health Insurance; Infant Mortality; Mortality Rate;

ED 424 980 PS 027 138

All Our Children: Outcomes & Indicators for Minnesota's Young Children and Families.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; Child Welfare; Children; *Early Childhood Education; *Family Programs; Family (Sociological Unit); Program Evaluation; Well Being
IDENTIFIERS- Family Resource and Support Programs; Family Support; *Indicators; Minnesota; *Outcome Oriented Evaluation

Minnesota's Interagency Early Childhood Network, which includes representatives of early childhood, family, and health-related programs from four state agencies, developed this set of outcomes and indicators measuring the well-being of children and families. The outcomes and indicators are designed to be a source for community programs that focus on young children and their families. They can serve as benchmarks of progress to: (1) guide discussions with state and local policymakers, potential funders, and community members; (2) enhance existing programs and services by providing a focus for evaluating progress in meeting community priorities; and (3) promote healthy and child-focused communities. Seven outcomes (broad statements of intent) are listed, and several indicators (quantitative or qualitative measures of the extent to which the outcomes are being achieved) are given for each outcome. The outcomes are: (1) families and communities provide a safe and stable environment for their children; (2) families are supported by their communities; (3) families have adequate economic resources to appropriately provide their children; (4) children and families are healthy and well nourished; (5) parent and child relationships are positive and nurturing; (6) all children and their families have access to quality early childhood care and education; and (7) children reach their individual development potential. (EV)

ED 424 981 PS 027 145

New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education: Birth to Primary. Adopted January 1995 by the Kentucky Education Professional Standards Board upon the Recommendation of the Kentucky Council on New Teacher Standards for Preparation and Certification.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Evaluation Criteria; *Preschool Teachers; *Standards; *Teacher Education
IDENTIFIERS- Kentucky; *Performance Indicators

This document delineates the performance indicators for the teacher standards for preparation and certification in the area of interdisciplinary early childhood education (IECE) for the commonwealth of Kentucky. Eight teacher standards are delineated: (1) designs/organizes instruction; (2) creates/maintains learning climates; (3) implements/manages and optimal use of computers in the early childhood setting. The paper concludes with two appendices: (1) "Instructional Technology Standards for Teacher Licensure in the State of Tennessee" and (2) "Some Examples of Teacher Ideas for Extension of Software Activities." (LPP)

ED 424 999 PS 027 185

Elkhoury, Walid; Murphy, Dana McDermott
Making Connections: Helping a School, Its Families, and the Community Adapt to Technological Change.
PUB DATE- 98
NOTE- 7p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Workshops
IDENTIFIERS- Latin School of Chicago IL; Technology Integration

The Latin School, a private K-12 school in Chicago, is integrating technology into the school environment and teaching its ethical use. Recognizing that children and families need assistance in adjusting to current rapid technological change, the school developed the Parent Education Initiative, which attempts to get parents involved in the school's math/science/technology program to enhance their children's adaptation to this changing school learning environment. Through the initiative, parents are made aware of the school's resources, including Internet access, a home page, equipment, and software; and are informed about use policies. Concerns associated with the use of technology in school and home are also addressed. The school hopes to keep teachers, students, and families informed and actively engaged in the changes and challenges that will remain a normal part of stakeholder's lives in the years to come. (A sample letter to Latin School parents inviting them to programs for parents and excerpts from the school's computer use guidelines are appended.) (LPP)

ED 425 000 PS 027 186

Pilv, Mihkel
MIKSIKE: An Interdisciplinary Study Program for Elementary Schools and Home Schooling Integrated with Web Technology.
PUB DATE- 98
NOTE- 3p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Educational Technology; *Elementary Education; Experimental Curriculum; *Home Schooling; Internet; Thematic Approach; *World Wide Web

This paper discusses MIKSIKE, an interdisciplinary study program integrating Web technology designed to serve elementary schools major institutions of learning for children: families and schools. Surveys indicate that while most Americans believe a strong family-school connection is important, they do not act to support that belief. Contemporary models of the family-school connection focus on a number of different factors and cover a multitude of investigative perspectives. Causal models focus on factors that directly or indirectly influence educational and social outcomes, while practices models refer to how families and schools work together to support student outcomes. Technology in both models has indirect effects on student outcomes. A number of projects have studied the influence of technology, including Project TELL, ThinkLink, Lightspan Partnership, and the Indiana Buddy System. Analysis of these projects indicates that technology can serve the family-school connection in four areas: (1) communication and information, (2) learning and instruction, (3) interest and motivation, and (4) resources and costs. (Author/LPP)

ED 425 019 PS 027 205

Kristovich, Sharon; Hertzog, Nancy B.; Klein, Marjorie
Connecting Families through Innovative Technology in an Early Childhood Gifted Program.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Uses in Education; Documentation; Early Childhood Education; *Educational Technology; *Gifted; *Parent Participation; *Parent School Relationship; Portfolio Assessment; Program Descriptions; World Wide Web
IDENTIFIERS- Technology Integration; University of Illinois Urbana Champaign

University Primary School (UPS) is an early childhood gifted program affiliated with the University of Illinois at Urbana-Champaign. This paper highlights three innovative uses of technology at UPS: Knowledge Web pages, photo portfolios, and Chickscope. The Knowledge Web pages are a collection of Web pages that serve as a virtual bulletin board for the students' project work. This virtual bulletin board extends the classroom to the home where parents can view their child's work. Photography, including the use of a digital camera, has enhanced the ability of the teachers to document the learning that occurs in a project-based curriculum. Photo portfolios document areas of growth that are not easily captured by traditional measures of assessment. Chickscope enabled students in a K-1 classroom to control an MRI scanner at the National Center for Supercomputing Applications (NCSA) to study developing chicken embryos. This paper also describes ways in which children integrate the Internet into many aspects of their ongoing work. These examples of how UPS uses the latest in technology provide a starting point for many educators who are planning to integrate technology into their curriculum, program goals, and everyday activities. The paper's appendix lists computer resources needed to create the Knowledge Web pages. (LPP)

ED 425 020 PS 027 206

girls' gang. The chapter on schooling describes conditions at the barrio's overcrowded and underfunded high school, including high dropout and poverty rates, teacher burnout and discouragement, social promotion that results in few graduates with the course requirements for college, tracking and de facto segregation, sexism and racism on campus, classroom interactions, student aspirations, and student resistance to school as part of White culture. The conclusion refutes the culture of poverty model and suggests that behavioral choices such as early pregnancy, gang affiliation, and dropping out of school, which look like social deviance or poor judgment to the outsider, make sense in an environment that offers few options to young women. (Contains over 300 references and an index.) (SV)

ED 425 037 RC 021 733

Grenoble, Lenore A., Ed.; Whaley, Lindsay J., Ed.
Endangered Languages: Language Loss and Community Response.
PUB DATE- 98
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Alaska Natives; American Indian Education; *American Indian Languages; American Indians; Bilingualism; Community Role; Cultural Maintenance; *Eskimo Aleut Languages; Foreign Countries; *Language Maintenance; Language Minorities; Latin Americans; Linguistics; *Native Language Instruction; *Sociolinguistics
IDENTIFIERS- *Endangered Languages; Language Diversity; *Language Shift

This edited volume provides an overview of issues surrounding language loss from sociological, economic, and linguistic perspectives. Four parts cover general issues in language loss; language-community responses, including native language instruction in school, community, and home; the value of language diversity and what is lost when a language dies; and mechanisms of language loss. Most specific discussions are concerned with Native American languages in both North and Latin America. Chapters include: (1) "Western Language Ideologies and Small-Language Prospects" (Nancy C. Dorian); (2) "Toward a Typology of Language Endangerment" (Lenore A. Grenoble, Lindsay J. Whaley); (3) "Technical, Emotional, and Ideological Issues in Reversing Language Shift: Examples from Southeast Alaska" (Nora Marks Dauenhauer, Richard Dauenhauer); (4) "Mayan Efforts toward Language Preservation" (Nora C. England); (5) "A Chronology of Mohawk Language Instruction at Kahnawa:ke" (Kaia'titahkhe Annette Jacobs); (6) "Language Endangerment in South America: A Programmatic Approach" (Colette Grinevald); (7) "The Significance of Diversity in Language Endangerment and Preservation" (Marianne Mithun); (8) "On Endangered Languages and the Importance of Linguistic Diversity" (Ken Hale); (9) "Living Words and Cartoon Translations: Longhouse 'Texts' and the Limitations of English" (Christopher Jocks); (10) "Documenting Rhetorical, Aesthetic, and Expressive Loss in Language Shift" (Anthony C. Woodbury); (11) "Impact of Language Variation and Accommodation Theory on Language Maintenance: An Analysis of Shaba Swahili" (Andre Kapanga); (12) "A Way to Dusty Death: The Matrix Language Turnover Hypothesis" (Carol Myers-Scotton); and (13) "Copper Island Aleut: A Case of Language 'Resurrection'" (Nikolai Vakhtin). Contains over 300 references, indexes of languages and names, and a general index. (SV)

Internet and mathematics education; and a problem solving approach to teaching. Mathematics enrichment in a non-school setting, an exploration of students' mathematical talk, and a discussion of the whole math curriculum are topics examined in the ad hoc sessions. The proceedings of one panel on who controls curriculum are also included. (DDR)

ED 425 055 SE 061 032

Tunstall, Margaret; Kier, Jennifer; Dixon, Cheryl; Bradley, Sara; Hodges, Elenor; Levey, Sharon
Nature's Web: Caring for the Land. National Wildlife Week Educator's Guide, April 19-25, 1998 = Nature's Web: El Cuidado de la Tierra. National Wildlife Week Guia para el Educador, April 19-25, 1998.
PUB DATE- 97
NOTE- 65p.; Separately published Spanish language version has been appended. Accompanying poster not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; *Environmental Education; *Experiential Learning; Forestry; *Hands on Science; Instructional Materials; Middle Schools; *Outdoor Education; Questionnaires; Science Activities; Science Process Skills; Student Journals; Student Participation; Teaching Guides; Water Quality; Wildlife
IDENTIFIERS- *Land Ethos; Leopold (Aldo); National Wildlife Federation; Stewardship

This guide features Aldo Leopold's land ethic woven into a series of activities that also represent the five core issues of most concern to the National Wildlife Federation (NWF): (1) wetlands; (2) water quality; (3) land stewardship; (4) endangered habitats; and (5) sustainable communities. Each activity is introduced by a biographical sketch of a Steward of the Earth--a person or group who has embraced the land ethic through action. The biography is followed by background information for the activity, procedure, and reflective writing suggestions. Each activity lists a learning objective, grade level, materials and time required, curriculum links, and resources. Activities cover such issues as habitats for buffalo, mangrove trees and salt-water wetlands, pollutants and frog deformities, and succession in the forest. Students participate in and understand the methods of scientific study through on-site activities. This guidebook also contains a glossary, resource lists, and a teacher questionnaire. (PVD)

ED 425 056 SE 061 801

Council for Environmental Education Agenda for Action 1998-2001: Shaping Education for the 21st Century.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Educational Principles; Elementary Secondary Education; *Environmental Education; Foreign Countries; Institutional Advancement; *Mission Statements; *Nonprofit Organizations; Organizational

Data is drawn from the 1996 National Assessment of Educational Progress (NAEP) and results are presented using the students as the unit of analysis. Appendises present an overview of procedures used for the NAEP 1996 Science Assessment and standard errors. Contains 14 figures and 25 tables. (DDR)

ED 425 079 SE 061 909

Edgell, Larry J.
Computer Assisted Instruction versus Classroom Instruction (Mathematics).
PUB DATE- 98
NOTE- 43p.; Master's Thesis, Salem Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Mathematics Instruction; Standards

An ever-increasing number of classrooms are being equipped with computers. This trend began in the early 1970s and the numbers continue to swell at a more rapid pace each year. All facets of the computer world continue to multiply. Issues involving technology in schools will receive more and more attention, if not from internal sources then from society. The irresistible force of the Information Age, technology has not been dealt with in a manner that satisfies any one particular group. Technology should not be judged in isolation. This study was conducted in two fifth grade classrooms during the 1996-1997 school year. Subjects in the study were randomly selected by a computer and the students making up this study came from diverse backgrounds. The purpose of this study was to determine if Computer Assisted Instruction (CAI) makes a significant difference in test scores. Results indicate that no significant difference existed between the two groups. (Contains 27 references.) (Author/NB)

ED 425 080 SE 061 911

Heiney, Catherine J.
Effect of Problem of the Day on Ohio Ninth Grade Proficiency Test Mathematics Scores.
PUB DATE- 98
NOTE- 46p.; Masters Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Grade 9; High Schools; *Mathematics Education; Problem Solving; *Standardized Tests; Teaching Methods
IDENTIFIERS- *Ohio Ninth Grade Proficiency Test

It was hypothesized that receiving a problem of the day would result in higher mathematics scores on the Ohio Ninth Grade Proficiency Test. An experimental group consisting of 19 students received a problem of the day treatment every day during the 5 month period. The 19 students in the control group received no special treatment. Test scores of the students in the control group were compared with the test scores of the students in the experimental group for both the October 1997 and March 1998 tests. No significant differences in test scores were discovered for either group. (Contains 36 references.) (Author/NB)

ED 425 081 SO 026 406

ED 425 103 SO 029 499

Jacobo, Joe E.
Arts Education as a Catalyst to Diverse Approaches to Multicultural Education.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; *Art Education; Cultural Activities; Cultural Education; Cultural Pluralism; Educational Change; Fine Arts; *Humanities; *Multicultural Education

This paper advocates music and other arts as offering a unique course to both the celebration of cultural diversity and the pursuit for those human, unifying factors that may keep society together. Sections of the paper include an introduction, a historical perspective on the value of the arts and humanity, and a conclusion related to how equity and access for all students can be gained through arts education. Examples are presented of how cutting arts programs from the curriculum as a money-saving strategy can lead to impoverishment of the human spirit. Similar examples are presented of how enhancing the arts curriculum has led to increases of a sense of community and academic achievement in students. (EH)

ED 425 104 SO 029 501

Reinke, Diane Wilcox; McGuire, Margit; Reinke, Robert W.; Gilliard, June V., Ed.
The Community Publishing Company. Exploring the Marketplace, Teacher Resource Manual. Second Edition. and Activity Book.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; *Economics; *Economics Education; *Elementary Education; Instructional Materials; *Social Studies

This teacher's manual and student activity book, recommended for use in grades 3 and 4, is designed to teach the basic economic principles, skills, and attitudes all children must learn in order to understand the economic system in which they participate. Lessons and supporting materials have been related to a child's everyday experience, and practical examples of how our economic system operates are provided. Also, pathways for the instruction of other important subjects and skills, including mathematics, language arts, group participation, researching skills, art, social studies, and music are incorporated. The teacher resource manual contains: (1) an overview of The Community Publishing Company; (2) thirty-three detailed and sequentially arranged lessons; (3) a glossary of economic terms; and (4) sample articles and informational items for use with the media. The activity book is designed to help students plan, analyze, organize, and record their experiences in The Community Publishing Company. Economics concepts focused on in the lessons include: (1) scarcity; (2) opportunity cost and trade-offs; (3) productivity; (4) economic institutions and incentives; (5) exchange, money, and interdependence; (6)

Lee, and D. W. Lin); "Chinese Bilingual Education in the U.S.: A Case Study" (X. Qi); "A Case Study of Chinese Literacy Development" (M.C. Wang); "SAT II. Chinese Language Test and the Proficiency Oriented Instructional Approach" (T.H. Chao); "The Emergent Need for Forging Cross-Cultural Bonds in Education" (W. Mo); and "The Influence of Traditional Ethnic Culture on Education: The Chinese Experience" (S. Yuan). Section 3, "Teaching Effectiveness and Professional Development," includes "Burnout and Coping among High School Teachers in Taiwan" (C. Hwang, C. Hwang, and R.F. Scherer); "The Integration of Literature into Language Instruction" (L.T. Hsieh); "Empowerment through Participation: Chinese American in the Teaching Force" (J. Feng); "Making Instructional Media with College Students" (T.S. Li); "Teachers' Perception of Professional Development School" (J. Klingner and Z. Zhang); and "Practice and Research on the Continuous Education of Beijing Middle School and Primary School Teachers" (B. Shao). This section also includes a paper in Chinese by W.N. Shu. (SM)

ED 425 125 SP 038 177

McHaney, Jane; Wallace, Deborah; Taylor, Beverley
Kennesaw State University Classroom Technology Initiative.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Literacy; Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; Intermediate Grades; Middle Schools; Preservice Teacher Education; Secondary Education; Teacher Collaboration; Teacher Improvement; Teachers
IDENTIFIERS- Kennesaw State University GA; *Technology Integration

The purpose of the Kennesaw State University (KSU) Coca Cola/Board of Regents Classroom Technology Initiative was to develop preservice and inservice teachers' expertise in educational technology such as computers, presentation software, and multimedia and to teach educators to apply those skills to content instruction. Project goals were to determine the types of technology currently being used in area middle and high-school classrooms, offer technical skills instruction to teachers and college faculty, apply the new skills to the integration of technology into instruction, and evaluate program impact. The project involved faculty from the professional teacher education unit at KSU, public school teachers from six area school systems, and middle and secondary school preservice teachers in KSU's Bagwell College of Education. The project included two phases. Phase 1 involved determining skill levels and types of technology available in middle and secondary classrooms, identifying faculty, and offering both hardware and software technical skills instruction to classroom teachers and college faculty. Phase 2 involved forming collaborative teams to implement the projects, implementing the projects, and providing additional skills training as needed. Projects were evaluated to learn more about the potential for technology integration to help middle-school, high-school, and college-level students. Three attachments, which comprise the bulk of the paper, contain project descriptions, the Technology Integration Survey, and the Technology Integration Survey results. (SM)

ED 425 126 SP 038 202

Higher Education.
PUB DATE- 99
NOTE- 222p.; Foreword by Jill Ker Conway.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Outcomes Assessment; High Achievement; Higher Education; Instructional Effectiveness; *Outcomes of Education; Sex Differences; *Single Sex Colleges; Teaching Methods; *Womens Education

This book looks at why women's colleges continue to produce graduates whose career achievement is significantly higher than that of peers educated in coeducational settings. The book suggests that there is a loss of women's talent in coeducational institutions and that institutional priorities, patterns, and principles at women's colleges offer insights into effective education for women. The book is organized in four parts. The two chapters of part 1 provide a history and perspective on women's colleges, including the history and development of six women's colleges and the changing demographics of small colleges during the last 40 years. The three chapters of part 2 discuss formal studies which find that women's colleges are highly effective in producing achieving women. Three methodological streams are reviewed: studies of baccalaureate origins and institutional productivity, quantitative and qualitative social science research, and case studies at two women's colleges. Part 3 examines how the research findings have been applied in the ongoing education environment in relation to faculty, students, administrators, and the personal and programmatic interactions among them. Part 4 is a summary chapter, and it includes a list of institutional characteristics essential for effective education of women. Supplementary resources for parts 1 and 2 are appended. (Contains approximately 180 references.) (DB)

ED 424 845   HE 031 700

Howe, Richard D.
Salary-Trend Studies for the Years 1993-94 and 1996-97 in the Following 27 Academic Disciplines/Major Fields: Accounting, Administrative Assistant/Secretarial Science, General;...Geology.
PUB DATE- 98
NOTE- 455p.; For other academic fields, see HE 031 701. For earlier salary trends, see ED 408 933-934.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Accounting; Anthropology; Architecture; Area Studies; Art; Biological Sciences; Business Administration; Chemistry; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Counseling; Economics; Educational Administration; Engineering; Geography; Geology; Higher Education; Literature; National Surveys; Private Colleges; Public Colleges; Teacher Education; *Teacher Salaries; Trend Analysis; Universities

This document provides comparative salary trend data for full-time faculty at 307 public institutions and 490 private colleges and universities based on two surveys, one for the baseline year 1993-94 and the other for the trend year 1996-97.

faculty and liaison for the off-campus library services conference; customer services quality; distance education library services at Old Dominion University; how distance librarians stay connected; resource sharing; the Northern Alberta Library and Information Network (NORALINK); academic transformation and information services at the University of South Africa; library needs of rural distance education students; management issues for off-campus library delivery services; using the Academic Institution-Building Model (AIBM) to assess performance of off-campus library services; off-campus reference services; bibliographic instruction; reference services to graduate independent study students; and research priorities. (DLS)

ED 424 863 IR 057 228

Howkins, John, Ed.; Valantin, Robert, Ed.
Development and the Information Age: Four Global Scenarios for the Future of Information and Communication Technology.
PUB DATE- 97
NOTE- 63p.; Also funded by the United Nations Commission on Science and Technology for Development. Also available in French under the title: Le developpement a l'age de l'information.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Appropriate Technology; *Communications; *Economic Development; Foreign Countries; Futures (of Society); *Global Approach; Government Role; *Information Technology; International Communication; Science and Society; Telecommunications; *Workshops; World Affairs
IDENTIFIERS- Global Change; Global Economy; Global Issues; *Information Age; International Development Research Centre ON; *Scenarios; United Nations

This publication describes the rationale for and processes of a 5-day workshop conducted in 1996 to build an understanding about the complexities of information communication technologies (ICT) and development, in order to assist in the preparation of reports for the United Nations Commission on Science and Technology for Development (UNCSTD). The introduction covers workshop background and methodology. Chapter 1 discusses five indicators of development: literacy, education, and skills; health; economic welfare; choice, democracy, and participation; and technology. Information and communication technology issues are addressed in chapter 2, including service, economics, regulation, international frameworks, and inherent uncertainties. The next chapter focuses on the combination of ICT and development, including trends and government responsibilities. Chapter 4 discusses basic uncertainties: whether the global community's value systems will become more inclusive or exclusive; and whether individual countries will have a complete or partial response to ICT acquisition and use. Four scenarios for the future of ICT and development that were developed at the workshop are presented in chapter 5. Chapter 6 discusses conclusions. An afterword describes events following the workshop. Three appendices contain contact information for workshop participants; objectives of the UNCSTD Working Group on Information Technology and Development; and a glossary of acronyms and abbreviations. (DLS)

ED 424 864 IR 057 229

Standards
IDENTIFIERS- *State University of New York Coll at Potsdam

An audit was conducted of the State University of New York (SUNY) College at Potsdam, evaluating controls over access to student accounts and the collection of revenue at remote sites for fiscal year 1997-98. The objectives of the financial-related audit were to determine whether SUNY's controls over access to student accounts were adequate enough to ensure the integrity of student revenue and collection data. The audit also tried to determine whether SUNY's controls over cash collections at remote sites were effective in ensuring that collections were properly recorded and deposited. Weaknesses were identified in SUNY's system of internal controls over access to student accounts. The audit found that some individuals have access that is incompatible with their other job duties, and that others have greater access than they need to perform their jobs. However, the audit found no instances in which unauthorized persons adjusted student accounts, and the conducted tests did not identify any significant transactions that were not properly supported. The audit also revealed that controls over cash collections at some remote collection sites need to be improved to ensure that all receipts are properly recorded and deposited. Included are recommendations for rectifying the above situations. (AS)

ED 424 884 JC 980 463

Kozeracki, Carol
Managing Organizational Change in the Community College. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Agents; *Community Colleges; Demography; *Educational Change; Educational Technology; Government School Relationship; *Organizational Change; *State Legislation; Two Year Colleges
IDENTIFIERS- ERIC Clearinghouse for Community Colleges

This digest discusses two recurrent themes presented in the New Directions for Community Colleges volume titled "Organizational Change in the Community College: Ripple or Sea Change?" First, change in the external environment is accelerating, and colleges must respond to these changes to thrive. External environmental influences include differences in the economy, government relations, the demographics of student populations (more immigrants, high school dropouts, returning and displaced workers, welfare participants, and workers in need of skill upgrading), and the development of new technologies. All of these factors require responses from the community college. The second theme is that organizational change can either be internally initiated or externally imposed. California Legislation AB 1725 and case studies from Minnesota and Arizona State colleges and universities are cited to illustrate this position. The digest concludes with the observation that a lack of institutional cooperation hinders the implementation of legislatively mandated changes and that state lawmakers should solicit the input and support of the higher education community before passing legislation that dramatically affects those

ED 424 904 PS 026 632

Bernard van Leer Foundation Newsletter, 1996.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Child Welfare; *Childrens Rights; *Early Childhood Education; Early Parenthood; Foreign Countries; *Multicultural Education; Newsletters; Program Descriptions; Violence
IDENTIFIERS- Bernard van Leer Foundation (Netherlands)

This document consists of the four issues of the Bernard van Leer Foundation's "Newsletter" published during 1996. The newsletter covers topics related to, or about efforts to foster, the education and welfare of children around the world, and includes descriptions of programs around the world, lists of resources and publications, and early childhood news. The feature articles address such topics as: (1) the place of multicultural work in early childhood education; (2) the environment of the child; (3) the rights of young children; and (4) the effects of violence on children. (BC)

ED 424 905 PS 026 676

Family Responsibilities: How Are They Shared in European Households?
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Caregivers; Child Rearing; Day Care; Employed Parents; Employed Women; Family Role; *Family (Sociological Unit); *Family Work Relationship; Foreign Countries; Homemakers; *Housework; Mothers; National Surveys; Parent Child Relationship; Spouses; Well Being
IDENTIFIERS- *Division of Labor (Household); Europe; European Community

This newsletter focuses on the division of family responsibilities in European households, which is based on results of the European Community Household Panel, a multidimensional survey covering several subjects, including demographic and employment characteristics. The survey was based on a questionnaire adapted by various national data collection units. The sample in the first phase of the survey, conducted in 1994, was 60,500 households totaling about 170,000 people in the 12 European Community member states. Since that time, Austria and Finland joined the project. The findings indicated that of women between 25 and 59 years of age, about one-third described themselves as "housewives," with numbers varying depending on the number of children in the household, the woman's educational level (see Figure 6: "housewives (aged 25-59) by level of education attained-1994"), and the prevailing family model in the society involved. Most women in this age group were economically active, with one-third of employed women working on a part-time basis. Child care remained the women's responsibility, with women who worked full-time spending much more time with their children than men do. It was primarily in Denmark and the Netherlands that women to determine whether placement decisions are consistent with the amended act will be hampered by difficulties in obtaining complete and sufficient data. Seven appendices include the HHS communications regarding the legislation's provisions. (KB)

ED 424 925 PS 027 023

Yelland, Nicola, Ed.
Gender in Early Childhood.
PUB DATE- 98
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Art; Child Development; Childhood Attitudes; Community Influence; Disabilities; Early Childhood Education; Family Influence; Mathematics Education; Play; Popular Culture; School Role; *Sex Differences; Sex Fairness; *Sex Role; *Sex Stereotypes; *Sexual Identity; Technology; *Young Children
IDENTIFIERS- *Gender Issues

The construction of gender is a systematic process that begins at birth and is continually shaped, molded, and reshaped throughout life. This book examines practices with young children with respect to the construction of gender and the expectations of society, schools, and families. The book is organized into two parts. The first part considers the family, community, and society as contexts for developing notions about gender. The second part of the book examines the role of schools in relation to the construction of gender and the expectations that are placed on students based on the gender group to which they have been assigned. An introductory chapter, "Blurring the Edges" (Yelland and Grieshaber), discusses gender-related issues and provides an overview of the book. Part I, "Family, Community, and Society," contains the following chapters: (1) "Constructing the Gendered Infant" (Grieshaber); (2) "Boys and Girls with Disabilities: Maternal Expectations of Gender Behaviour and Independence" (Bower); (3) "The Body, Young Children, and Popular Culture" (Gilbert); (4) "Toward a Most Thorough Understanding of the World: Sexual Orientation and Early Childhood Education" (Casper, Cuffaro, Schultz, Silin, and Wickins); and (5) "Gendered Settings and Human Rights in Early Childhood" (Farrell). Part II, "Aspects of Gender in School Contexts," contains the following chapters: (1) "Gender Equity Policies and Early Childhood Education" (Martinez); (2) "The Politics of Category Membership in Early Childhood Settings" (Davies); (3) "Improving Our Gender Equity 'Tools': A Case for Discourse Analysis" (Mac Naughton); (4) "The Serious and Playful Work of Gender: Talk and Social Order in a Preschool Classroom" (Danby); (5) "Gendermaps" (Lowe); (6) "'The Pink's Run Out!' The Place of Artmaking in Young Children's Construction of the Gendered Self" (White); and (7) "Making Sense of Gender Issues in Mathematics and Technology" (Yelland). (Each chapter contains references.) (LPP)

ED 424 926 PS 027 024

Luchuck, Vickie Lynne
The Effects of Parent Involvement on Student Achievement.
PUB DATE- 98
NOTE- 46p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Elementary Education;

providers, juvenile court referrals, and teen birth rate. There was a decrease in the number of children in families receiving federal aid, and in infant mortality and child death rates. The report's two appendices address definitions used in completing the report and state goals by well-being indicators. (SD)

ED 424 944 PS 027 070

Chapin Hall Projects and Publications: Autumn 1998.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Child Advocacy; Child Health; Child Neglect; *Child Welfare; Childhood Needs; Children; Childrens Rights; Higher Education; Policy Analysis; Poverty; Profiles; Program Descriptions; Program Design; Program Guides; Public Policy; *Publications; Well Being; Youth Problems
IDENTIFIERS- *Policy Research; *University of Chicago IL

This guide chronicles the ongoing work and writings of the Chapin Hall Center for Children, a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent multidisciplinary perspective to bear on policies and programs affecting children. The guide includes listings of projects and publications, categorized by each of the Center's major research areas. Each category is preceded by an overview of the issues and research in that area. The first section, "Children's Services," details government systems and programs that address severe threats to the lives and well being of children. The second section, "Primary Supports for Child and Youth Development," details efforts to promotes children's development into productive caring adults, and focuses on the operational and administrative concerns of primary support providers. The third section, "Community Building," includes projects that examine particular community-building initiatives and those that look across initiatives. The fourth section, "Schools' Connections with Children's Services, Primary Supports, and Communities," focuses on the formal connections formed between schools and other organizations. The fifth section, "International Projects," provides a worldwide dimension and details a cross-national development of measures of child well-being in 20 nations. The final section, "Special Projects and Consultations," details projects that cut across subjects or activities within the center's research agenda. (Author/SD)

ED 424 945 PS 027 074

Buysse, Virginia, Ed.; Winton, Pam, Ed.; Little, Loyd, Ed.
Early Developments, 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.; Described as a quarterly serial, but only three issues were published in the first year, 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Child Health; Day Care; Disabilities; *Early Childhood Education; *Early Intervention;

*Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; *Tennessee

This Kids Count report examines the well being of Tennessee's children, focusing on their health and safety. The statistical portrait is based on 5 health and safety indicators of child well being: (1) adequate prenatal care; (2) low birthweight births; (3) infant mortality; (4) population under 21 years eligible for Medicaid; and (5) child deaths. The report's introductory section, "Prognosis," presents the 10 Tennessee counties ranking worst numerically and percentage-wise on births without adequate prenatal care, low birthweight births, and infant mortality. Following the introduction, the report presents both numerical and percentage data for each of the indicators by county and for the state as a whole. After the indicator information, the "Prescription" section presents recommendations by the Tennessee Commission on Children and Youth, including increasing public awareness of family planning programs, increasing access to health care for pregnant women, providing rehabilitation services for women who are substance abusers, providing parenting education for new parents, promoting children's access to adequate nutrition, and ensuring that all children are properly immunized. The report concludes with data sources and a list of members of the Tennessee Commission on Children and Youth and Kids Count advisory committees. (KB)

ED 424 964 PS 027 096

Kids Count: The State of the Child in Tennessee, 1992.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 92
NOTE- 95p.; For related Tennessee Kids Count documents, see PS 027 097-027 102.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infant Mortality; Juvenile Justice; Mental Health; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; Special Education; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; Sexually Transmitted Diseases; *Tennessee

This Kids Count report is the first to examine the well being of Tennessee's children. The statistical portrait is based on 17 indicators of child well being: (1) children in single-parent families; (2) family income; (3) children living in poverty; (4) children in families receiving Aid to Families with Dependent Children (AFDC); (5) percent of population receiving food stamps; (6) percent of students participating in child nutrition programs; (7) children referred to juvenile courts; (8) births lacking adequate prenatal care; (9) low-birthweight infants; (10) infant mortality rate; (11) percent of under-21 population eligible for Medicaid; (12) teen pregnancy rate; (13) sexually transmitted disease rate; (14) child death rate; (15) teen violent death rate; (16) high school dropout rate; and (17) percent of students receiving special education. Following an executive summary, the report presents the data in three sections. Section 1, "Families and Communities," reveals that 21 percent of children live in single-parent families, the instruction; (4) assesses and communicates learning results; (5) reflects/evaluates teaching/learning; (6) collaborates with colleagues/parents/others; (7) engages in professional development; and (8) supports families. The document concludes with a list of the members of the 1995-96 Kentucky Educational Professional Standards Board, a list of the participating committees and members on the development of these standards, and a statement of the goal of the State Council on New Teacher Standards for Preparation and Certification. (KB)

ED 424 982 PS 027 162

Zaslow, Martha J., Ed.; Eldred, Carolyn A., Ed.
Parenting Behavior in a Sample of Young Mothers in Poverty: Results of the New Chance Observational Study.
SPONS. AGENCY- Foundation for Child Development, New York, NY.; Grant (W.T.) Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 465p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Child Development; *Child Rearing; Demonstration Programs; Intergenerational Programs; Job Skills; Job Training; Longitudinal Studies; Low Income Groups; *Mothers; *Parent Child Relationship; Participant Observation; Poverty; Program Evaluation; Tables (Data); Welfare Recipients
IDENTIFIERS- Cross Generational Studies; *New Chance; Relationship Quality

This study examines parenting in 290 of the 2,322 families studied in the New Chance Demonstration, a national research and demonstration program operated between 1989 and 1992 in 10 states. The demonstration project sought to improve the economic prospects and overall well-being of low-income young mothers (ages 16 to 22) and their children through comprehensive, intensive services and to further the development and promote the health of the participants' children. The 14 chapters in this monograph are: (1) "Introduction: The Context for the New Chance Observational Study" (Zaslow); (2) "The Methodology of the New Chance Observational Study" (Morrison, Eldred, Zaslow, and Dion); (3) "Participation in Program Components That Could Affect Parenting Behavior" (Dion, Zaslow, and Morrison); (4) "The Affective Quality of Mother-Child Interaction" (Weinfield, Egeland, and Ogawa); (5) "Mother-Child Interactions Related to the Emergence of Literacy" (De Temple and Snow); (6) "Completing the Portrayal of Parenting Behavior with Interview-Based Measures" (Morrison, Zaslow, and Dion); (7) "Integration: Looking across the Differing Measures of Parenting" (Zaslow, Dion, and Morrison); (8) "Parenting in a Broader Context: An Examination of the Multiple Influences on Child Outcomes" (New Chance Observational Study Research Team); (9) "Key Findings and Their Implications" (Zaslow); (10) "Expanding the Methodological Horizons of Child Development and Survey Research" (Eldred); (11) "Implementing Observational Research Within a Survey Context" (Eldred); (12) "Findings on the Administration of the Observational Session" (Eldred); (13) "An Assessment of the Data Collection Effort and Lessons for Future Research Efforts" (Eldred); and (14) "Measurement Implications of the New Chance Observational Study" (Eldred). (Contains 87 and home-schooling families. Developed by a small Estonian company, MIKSIKE is divided into cross-curricular study cycles that last 3 to 5 weeks. The online program works with a standard Web browser and has three areas: (1) student worksheet templates; (2) a chat room for students, teachers, and the MIKSIKE facilitator; and (3) an Internet window. (LPP)

ED 425 001 PS 027 187

Wright, Mareena McKinley; Schaffer, Rebecca; Coolbaugh, Kathleen; Bowen, Gary; Wiley, Gina
"Military Teens on the Move": An Internet Resource for Military Youth Facing Relocation.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Armed Forces; *Internet; *Military Personnel; Occupational Mobility; Program Design; Program Development; Program Implementation; *Relocation; *World Wide Web

With the "Military Teens On The Move" (MTOM) Web site, the Office of Family Policy has implemented an innovative approach to providing relocation support for military families and children via the Internet. This paper briefly describes the design team's efforts to design, develop, and implement MTOM. The first section of the paper describes the process and results of an assessment of military youth needs and available resources. The second section describes MTOM's design, including its goals and objectives, structure, and content. The third section describes the current pilot test of the Web site, and the fourth section identifies "next steps" in implementing the Web site across the Department of Defense. The paper notes that by connecting military youth to a wide range of information resources already existing on the World Wide Web and to new resources tailored to meet the unique needs of military teens facing relocation, MTOM intends to help teens play a more proactive role in the relocation process, reconnect quickly to their new communities and positive peer groups, and develop and maintain a positive relationship with their parents and families. (Author/LPP)

ED 425 002 PS 027 188

Ubelacker, Sandra
Teachers! Parents! Beware of RSI.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; Computer Peripherals; *Computers; Health Promotion; *Injuries; *Keyboarding (Data Entry); Pain; *Physical Health; Prevention; Safety; Special Health Problems; Work Environment

Osher, David; Snow, Stephanie
Using Technology To Link Families and Schools to Research-Based Information.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Diffusion (Communication); Disabilities; Educational Research; Elementary Secondary Education; *Internet; *Linking Agents; Partnerships in Education; Research Utilization; *Theory Practice Relationship

A historic problem in knowledge use is the gap--the disconnect--between research and practice. This gap is particularly noticeable in the education of children with disabilities and of others who are placed at risk of school failure--areas in which the United States Department of Education has invested significant research and development resources. This paper discusses how the Internet may be employed to address this disconnect by linking researchers, practitioners, and families and by connecting family members and practitioners to useful and usable information about practices based upon and validated by research. The paper first examines the research-practice gap and briefly identifies effective approaches to addressing that gap. The paper then examines the promise that the Internet presents, as well as barriers to its effective use. Finally, strategies and tactics to leverage the opportunities presented by the Internet and to address the potential problems that may weaken their impact are examined. (Author/LPP)

ED 425 021 PS 027 207

Simon, Beth S.; Salinas, Karen Clark; Epstein, Joyce L.; Sanders, Mavis G.
Using Technology To Develop Programs of School, Family, and Community Partnerships.
PUB DATE- 98
NOTE- 10p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Programs; *Family School Relationship; *Parent Participation; *Parent School Relationship; *Partnerships in Education; Program Development; *School Community Relationship; World Wide Web
IDENTIFIERS- *National Network of Partnership 2000 Schools; Web Sites

Researchers established the National Network of Partnership Schools at Johns Hopkins University's Center on School, Family, and Community Partnerships to guide schools, districts, and state departments of education to create positive, permanent programs of partnership, to recognize and disseminate their efforts, and to learn from the various approaches that are implemented in diverse policy environments and at all levels of schooling. This paper presents a "virtual tour" of the National Network of Partnership Schools' Web site. The Web site

ED 425 038 RC 021 736

Barry, Frank; Gunn, Hazel Dayton
Endangered Children and Environmental Standards.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Change Strategies; Child Welfare; Childhood Needs; Community Development; *Community Needs; Community Role; *Disadvantaged Environment; *Environmental Influences; *Family Needs; Prevention; Social Biology; *Social Environment; Social Problems; Stress Variables; *Youth Problems
IDENTIFIERS- *Family Community Relationship

Community-based prevention-oriented approaches that provide basic supports to families are needed to address rising rates of violence, child abuse, and other socially disruptive behavior. Weak families, weak neighborhoods, and weak economies are mutually reinforcing and lead to negative behaviors by youth and others. In proposing a community change strategy, a wildlife analogy of survival in marginal environments is used. The differences (survival of civilization versus preservation of a species or ecological system, and humans' ability to adapt) and similarities (life at the margins and multiple environmental stressors) are explained. A community evaluation study in New York showed that the highest (most urban) and lowest (most rural) population densities exhibited the highest statistical averages on stress indicators. However, some towns with high poverty levels ranked low on other stressors. The study findings reinforced the idea that the number of different risk factors a child faces can be more important than the level of any one type of risk. Key elements for a stable community include safety and security, economic opportunity, adequate and affordable housing, access to health care, good child care, integrated schools, after-school activities, constructive opportunities for youth, and support networks for parents. A community restoration plan, analogous to one used in wildlife preservation, is recommended. A sidebar describes a five-step environmental assessment tool. (SAS)

ED 425 039 RC 021 738

Fitchen, Janet M.
"The Single-Parent Family" and Welfare Reform: Is Marriage the Solution?
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Welfare; Economic Factors; Economically Disadvantaged; Eligibility; Family Structure; *Fatherless Family; Marriage; *Poverty; Public Policy; *Rural Family; *Rural Women; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Single Parents; *Welfare Reform

Many proposals for welfare reform center on the issue of marriage-based families versus single-parent families and oversimplify the relationship between single-parenting and poverty. Research done in upstate rural New York among low-income families showed that personal and economic characteristics of married and

Communication; *Organizational Objectives; *Sustainable Development
IDENTIFIERS- Council for Environmental Education (England); Great Britain

The Council for Environmental Education (CEE) is a national British charity governed by its members which include 80 national organizations with a shared belief in the value of education for sustainable development. The CEE works toward achieving shared aims through creating partnerships with its members, national and local government, business and industry, regional and local organizations, and others wishing to support those aims. This report outlines the CEE's approach and its program designed to take the environmental education movement into the 21st century and is written for those who are interested in the work of the CEE and want to know more about its values, aims, and methods and how its program is delivered through partnership with supporters and funders. The report identifies a three-year program against which the CEE's annual reports will provide evaluation of progress and indicate future priorities as part of a rolling program. Contents include a mission statement, executive summary, CEE values and aims, CEE methods of working with members and partners, benefits to partners, CEE role in environmental education over time, CEE contributions to practice and coherence from international to local levels, framework for action, and CEE partnerships for public policy and professional practice. (PVD)

ED 425 057 SE 061 851

Polman, Joseph L.
Activity Structures for Project-Based Teaching and Learning: Design and Adaptation of Cultural Tools.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April, 1998). Funding also received from the James S. McDonnell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Extracurricular Activities; History Instruction; Inquiry; Learning Strategies; Research Design; Research Methodology; *Science Education; Secondary Education; *Student Projects; Teaching Methods
IDENTIFIERS- Questions

This paper discusses research on activity structure design in a project-based science classroom and efforts to adapt designs from this setting to an after-school program involving historical inquiry. Common activity structures such as classroom lessons and Initiation-Reply-Evaluation (I-R-E) sequences are important cultural tools that help students and teachers accomplish everyday activities but they are not well adapted to open-ended projects. This paper demonstrates how alternative activity structures scaffold children's performance of complex, open-ended projects. For the activity setting of a project-based earth science class, activity structures at two different time scales support students in accomplishing scientific research. On a more long-term scale, a milestone activity structure works by laying out a small set of interim material artifacts that students turn in over a period of weeks, each of which feeds into portions of the artifact that is the final product and milestone--a science research report. On a shorter time scale, the repetition of Bid-Negotiation-

Tschoumy, Jacques-Andre, Ed.
Apres le 6 decembre 1992, l'education bouge: Actes du Seminaire organise par l'Association des Inspecteurs et Directeurs des Ecoles primaires de Suisse Romande et du Tessin (AIDEP) et l'IRDP, Saillon (VS), 25 et 26 novembre 1993. (After December 6, 1992, Education Moves: The Actions of a Seminar Organized by the Association of Inspectors and Directors of French and Italian Speaking Primary Schools in Switzerland (AIDEP) and the Institute of Educational Research and Documentation (IRDP) at Saillon, November 25-26, 1993).
PUB DATE- 94
NOTE- 137p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Policy; *Foreign Countries; Global Education; International Relations; *Regional Cooperation
IDENTIFIERS- *Europe; *Switzerland

More than 100 inspectors and directors from French and Italian speaking Switzerland participated in a 2 day conference that examined the focus and commitment of Swiss education and educators as European unification draws closer to reality. Following an introduction by the president of the Association of Inspectors and Directors of French and Italian Speaking Primary Schools in Switzerland (AIDEP) and opening remarks by the director of the Institute of Educational Research and Documentation (IRDP), the document is dividend into two parts. Part 1 features four presentations that focus on Swiss education and the European Union. Topics include how the Maastricht Treaty will affect education, the politics of education today and in the future, and Swiss education revitalization efforts. Part 2 offers eight presentations that examine the Swiss cantons and their interdependence with the Council of Europe. Among the topics featured are the views of European youth, European standards, and European dynamics and the Swiss system of education. The seminar participants provided three conclusions: (1) school is a driving force in a changing society; (2) the Swiss are committed to educating Europe; and (3) there is a strong interest in education projects that have a European character. (RH)

ED 425 082 SO 028 906

Fleisher, Paul
Changing Our World: A Handbook for Young Activists.
PUB DATE- 93
NOTE- 244p.; This document is no longer available from the publisher, Zephyr Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Change; Citizen Participation; Public Affairs Education; Secondary Education; Social Action; Social Behavior; *Social Change; *Social Problems; Social Studies; Values

This book is guide for young people who want to be advocates and for those who consider themselves advocates and want to become more effective. Numerous examples are given of those markets and prices; and (7) supply and demand. (EH)

ED 425 105 SO 029 505

McCorkle, Sarapage; Meszaros, Bonnie T.; Morton, John S.; Schug, Mark C.; Suiter, Mary C.
Connecting the Pieces: Building a Better Economics Lesson. Teacher Resource Manual. EconomicsAmerica.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Developing Nations; *Economics; *Economics Education; Elementary Secondary Education; *Foreign Countries; International Educational Exchange; International Programs; Social Studies; Teaching Methods
IDENTIFIERS- Estonia; Romania; Ukraine

This booklet was developed from a 1996 grant program for international education exchange. U.S. curriculum writers worked with writers in partner countries to design training and create a handbook for curriculum development. The "Train the Writers" program was piloted with 14 educators from 7 countries, and this publication, "Connecting the Pieces: Building a Beter Economics Lesson," serves as the workshop text. Teachers and students from Estonia, Romania, and Ukraine worked with the U.S. team to develop their instructional writing skills. This handbook is based on an understanding of the economic content, a mastery of classroom instructional techniques, knowledge of underlying pedagogical and developmental learning issues, and ability to shape these into a meaningful sequence so that other teachers can follow them. Chapter titles include: (1) "What is K-12 Economics?"; (2) "Economics Across the Curriculum"; (3) "Thinking Skills, Learning Skills, and More"; (4) "Models for Active Teaching and Learning"; (5) "Determining What Students Have Learned"; (6) "Generating Great Teaching Ideas"; (7) "Lesson Writing Basics"; and (8) "Flight Testing Lessons." Appendices contain the voluntary national content standards in economics and Content Standard 3 with Benchmarks. Contains 21 references. (EH)

ED 425 106 SO 029 506

Nuechterlein, Dot, Ed.; Dick, James
Experiences of Enterprising Teachers: 42 Great Ideas for Teaching Economics, Grades K-12. Volume 34.
PUB DATE- 97
NOTE- 53p.; The 1995-1996 National Awards for Teaching Economics.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Education; *Economics; *Economics Education; Elementary Secondary Education; Instructional Materials; Social Studies

This booklet is the 34th edition of "Experiences of Enterprising Teachers" and describes the 42 projects selected to receive National Awards for Teaching Economics. Seventy-four teachers from the primary through the senior high school level developed the curricula to help their students understand how the world works, today, tomorrow, and the day after tomorrow. Guidelines

Laitsch, Dan
School Choice and Privatization Efforts: A Legislative Survey.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Legislation; Educational Vouchers; Elementary Secondary Education; Parent Participation; *Private School Aid; Public Schools; *School Choice; State Legislation; *Tax Credits
IDENTIFIERS- Arizona; Colorado; Utah; Virginia

Recently, legislators have become interested in school privatization as a tool to increase educational choices, introducing more than 400 bills related to privatization during the 1998 session. The education privatization movement is a compilation of many different efforts to expand the role of private schools in education. The efforts include using public funds directly through grants or scholarships, and indirectly through tax incentives. Through a survey of legislation and a review of available literature, this paper details the current state of privatization efforts. Data collection included a search of the StateNet database (a private database of all bills introduced during the current session in every state legislature and Congress). The search turned up 452 bills related to choice, vouchers, tax credits, and charter schools. The bills identified were categorized by reform, content, sponsor, sponsor's party affiliation, party control of legislature and governor's office, and final status (passed, failed, or vetoed). This report presents an overview of the legislation, then offers case examinations from Arizona, Colorado, Utah, and Virginia. An appendix defines relevant terms. (Contains 47 references.) (SM)

ED 425 127 SP 038 203

Earley, Penelope M.
Teacher Quality Enhancement Grants for States and Partnerships: HEA, Title II.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Grants; Higher Education; *Partnerships in Education; Preservice Teacher Education; *State Programs; Teacher Competencies; *Teacher Recruitment; *Teacher Shortage; Teaching Skills
IDENTIFIERS- American Association of Colleges for Teacher Educ; *Higher Education Act Title II

The Higher Education Act (HEA) was enacted during the 1960s to help needy college students attend institutions of higher learning via federal grants and loans. Since then, amendments to HEA have established and supported various college and university-focused programs. Teacher education initiatives were placed in Title V of the HEA. A coalition of education organizations suggested replacing Title V with a new three-part program, and the U.S. Department of Education advanced a two-part initiative. Eventually, the Senate and House developed and passed a final bill using components from several teacher education legislative proposals. The HEA includes a new Title

For each of the 27 disciplines, a summary includes a definition of the discipline; information on average salaries by rank; faculty mix percentages; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 53 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: Accounting; Administrative Assistant/Secretarial Science, General; Anthropology; Architecture and Related Programs; Area, Ethnic, and Cultural Studies; Art, General; Biological Sciences/Life Sciences; Business Management & Administrative Services; Business Administration and Management, General; Business/Managerial Economics; Chemistry, General; Communications; Computer and Information Services; Counselor Education/Student Counseling and Guidance; Curriculum and Instruction; Drama/Theater Arts, General; Economics, General; Education; Education Administration and Supervision, General; Education/Instructional Media/Technician; Engineering; Engineering-Related Technologies; English Language and Literature/Letters; Enterprise Management and Operation, General; Foreign Languages and Literatures; Geography; and Geology. (DB)

ED 424 846 HE 031 701

Howe, Richard D.
Salary-Trend Studies of Faculty for the Years 1993-94 and 1996-97 in the Following 26 Academic Disciplines/Major Fields: History, General;...Visual and Performing Arts.
PUB DATE- 98
NOTE- 435p.; For other academic fields, see HE 031 700. For earlier salary trends, see ED 408 933-934.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Audiology; *College Faculty; *Compensation (Remuneration); Higher Education; History; Home Economics; Interdisciplinary Approach; Library Science; Marketing; Mathematics; Music; National Surveys; Nursing; Occupational Therapy; Parks; Philosophy; Physical Fitness; Physics; Private Colleges; Public Colleges; Reading Teachers; Recreation; Religion; Social Studies; Social Work; Special Education; Speech Language Pathology; Teacher Education; *Teacher Salaries; Theater Arts; Trend Analysis; Universities; Visual Arts

This document provides comparative salary trend data for full-time faculty at 307 public institutions and 490 private colleges and universities based on two surveys, one for the baseline year 1993-94 and the other for the trend year 1996-97. For each of the 26 disciplines, a summary includes a definition of the discipline; information on average salaries by rank; faculty mix percentages; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 53 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: History, General; Home Economics; Library Science; Marketing Management and Research; Mathematics; Multi/Interdisciplinary Studies; Music, General; Nursing (R.N. Training); Occupational Therapy; Parks, Recreation, Leisure & Fitness Studies; Philosophy and Religion; Physical Sciences; Physical Therapy; Physics, General;

Dalton, Tracie Marie
The Herrick Memorial Library: An Historical Study.
PUB DATE- 98
NOTE- 45p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- History; *Library Development; Library Facilities; Library Funding; Library Research; *Public Libraries
IDENTIFIERS- Chronology; Historic Sites; Historical Research; *Library History; Timelines

This paper presents a historical account of the Myron T. Herrick Memorial Library (Wellington, Ohio) created by collocation of the majority of documented information from the 1840s to the 1990s. Information was primarily taken from written sources such as monographs, papers, essays, letters, statistical reports, and meeting notes, though some information from informal conversations was included. There are gaps in the timeline, due to the lack of written sources concerning the library during the pre-civil war era. Topics discussed include Myron T. Herrick's donation of funds for a new public library; Herrick's visit to Wellington; Herrick's second gift, a bequeathal of funds for an addition and upkeep; the dedication of the addition; re-cataloging; finding a head librarian; trying times and renovations from the 1960s through the 1980s; and the library today. (Contains 68 references.) (DLS)

ED 424 865 IR 057 230

Ferkol, Holly Carter
An Analysis of Stress Associated with Reference Work in a Public Library.
PUB DATE- 98
NOTE- 49p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Correlation; *Job Satisfaction; Librarian Attitudes; *Librarians; Library Services; Library Surveys; Occupational Surveys; *Public Libraries; Questionnaires; *Reference Services; Research Needs; *Stress Management; *Stress Variables; Tables (Data)
IDENTIFIERS- *Job Stress; Ohio

This study was designed to discover what the sources of stress are for a reference librarian working in a public library; other objectives included finding out how reference librarians manage stress and identifying their sources of job satisfaction. The study looked at many possible stress factors indicated in the literature review, such as the introduction of new technology, increased threats of censorship, funding problems, demands for additional services, and the current opinion that the library will become obsolete. The survey used a purposive sample consisting of 101 reference librarians in public libraries in Lake, Cuyahoga, and Geauga counties, Ohio. Patrons were identified as the most frequent source of stress (by 35.6% of respondents); 97% thought patrons appreciate their help; 99% said that their libraries provide training on new technology; 97% had good relationships with their supervisors; 98% were permitted to provide input into departmental decisions. With regard to relieving stress, 44.6% relieved stress by reading; 56.4% felt satisfaction from answering institutions. (AS)

ED 424 885 JC 980 464

Phillippe, Kent; Eblinger, Ida Roxanna
Community College Foundations: Funding the Community College Future. AACC Research Briefs.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; Expenditures; *Foundation Programs; *Fund Raising; Income; Private Financial Support; *School Funds; Student Financial Aid; Surveys; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

In 1997, the American Association of Community Colleges conducted a survey was conducted to determine the extent to which community colleges have established foundations and to identify factors that lead to foundation success. For this survey, a foundation was defined as a financial vehicle comprising multiple sources of income, such as endowments, donations, or college-related business to support the needs of an educational institution. Survey results indicated that 92% of the responding community colleges reported either having an active foundation or starting one. In fiscal year 1995-96, community college foundations provided an average of more than $226,000 for scholarships, student and program support, facilities improvement, and other related expenditures. Other highlights of the 1997 survey include the following: (1) foundation value is directly related to a college's fall student enrollment; (2) only 22% of foundations rate direct mail as very important for fund raising; (3) personal solicitation for foundation funds is considered the most important foundation activity; and (4) successful foundations interact regularly with other offices on campus. Also discussed in this research brief are revenue, sources, expenditures, structure, leadership, and activities of foundations at community colleges. (Contains seven charts and two data tables.) (AS)

ED 424 886 JC 980 465

Barber, Jerry
Actions To Address the Year 2000 Challenge, Report 97-N-13.
PUB DATE- 98
NOTE- 62p.; A few pages contains extremely small print and will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Audits (Verification); *Computer Software; Educational Planning; *Educational Technology; Higher Education; *Information Technology; Microcomputers; *Network Analysis
IDENTIFIERS- City University of New York; *Year 2000 (Programming)

The Office of the State Comptroller in New York audited the City University of New York's (CUNY) Year 2000 compliance efforts for the period of April 1, 1996 through March 31, 1998. The purpose of the audit was to determine whether CUNY's efforts provided reasonable assurance that computer processing will continue without interruption or inaccuracy after the turn of the century. Findings showed that CUNY's establishment of a benefited most from help from their partners. (KB)

ED 424 906 PS 026 810

Helping Children Cope with Disaster.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; *Children; *Coping; Emergency Programs; *Emotional Response; Natural Disasters; Parent Materials
IDENTIFIERS- Disaster Planning; *Disasters

Noting that the most assistance adults can provide to a child during a disaster is to be calm, honest, and caring, this brochure provides suggestions for helping children cope with natural and other disasters. The brochure details how children's typical reactions vary with their age, describes how families can prepare for disasters, and suggests ways to meet children's emotional needs by creating a reassuring environment after experiencing a disaster. How to teach children to call for help if needed is also outlined. In addition, the pamphlet lists five additional publications available on disaster preparedness. (KB)

ED 424 907 PS 026 858

Morgan, Gwen
What is Leadership? Walking around a Definition. Working Papers.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Definitions; *Early Childhood Education; *Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Teacher Role

This working paper examines the meaning of leadership within the context of early childhood education, including the nuances of meaning clinging to the concept from other contexts. The paper begins with a discussion of the denotation of leadership as indicated in the "American Heritage Dictionary": (1) the position or office of a leader; (2) capacity or ability to lead competencies ; (3) a group of leaders; and (4) guidance, direction. It also considers the definition of a leader, and maintains that there is widespread ambivalence about authority in the field of early childhood education and that many professionals reject concepts of authority in defining leadership out of a commitment to equity. The paper notes that one of the definitions of the verb "to lead" relates to dance and raises a leadership image for further consideration, with leaders and followers moving together toward the future. The paper differentiates transformational and transactional leaders and notes the need for different types of leadership for various purposes or endeavors by organizations. Last, it discusses current knowledge regarding the competencies needed by leaders, including issues related to the knowledge base, competencies, accepting a challenge, and access to leadership roles. (KB)

*Elementary School Students; Parent Child Relationship; *Parent Influence; *Parent Participation; *Parent School Relationship; Parent Student Relationship

This study investigated the relationship between parent involvement in elementary school and student achievement. Subjects were randomly selected students (from second through fifth grade classrooms in a West Virginia elementary school), and their parents. Parents completed the Parent Involvement Check-up scale, and student achievement was measured by the Stanford Achievement Test. Findings indicated that parent involvement contributed to greater academic gains by their children. Recommendations for increasing greater parental involvement in schools were made based on the findings. (A copy of the Parent Involvement Check-Up Scale is appended. Contains 64 references.) (JPB)

ED 424 927 PS 027 025

Maine Kids Count 1994 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 61p.; For 1995-96 Data Book, see PS 027 026; for 1997 Data Book, see PS 027 027, and for 1998 Data Book, see PS 027 028.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Higher Education; Infants; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Safety; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; Child Safety; *Indicators; *Maine

This Kids Count report details statewide trends in the well-being of Maine's children. The statistical portrait is based on indicators of children's well-being in four areas: (1) social and economic opportunity; (2) community and family environment; (3) physical and mental health; and (4) education. The report's introduction delineates goals and future plans for Kids Count and describes the indicators addressed. The second section presents statewide data. The third section, and bulk of the report, presents a demographic profile of each of the state's 16 counties, and the county data, including a comparison to the statewide averages for the eleven indicators of child well-being. The indicators are: (1) children in families receiving Aid to Families with Dependent Children (AFDC); (2) births to unmarried teens; (3) low birth-weight rates; (4) infant mortality; (5) number of physicians; (6) child deaths, ages 1-14; (7) child deaths, ages 15-19; (8) arrests; (9) dropout rate; (10) post-secondary graduation rates; and (11) children with special needs. Key findings include an increase in birth rates for single teens and in teen violent death rate, and a decrease in the infant mortality rate and child death rate (ages 1-14). The report's two appendices list definitions used in completing the report, data sources, and references. (SD)

ED 424 928 PS 027 026

Maine Kids Count 1995-96 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96

*Educational Improvement; *Educational Research; Family Programs; Policy Analysis; Young Children
IDENTIFIERS- Day Care Quality; Family Support; *Frank Porter Graham Center NC; *National Center for Early Development and Learning

This document consists of the first three issues (1997 output) or the serial "Early Development." The publisher of this journal, the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, has more than 60 state and federally funded projects, most of which focus on early childhood development of children ages birth through 8. The center's researchers study such things as young children's health, services and practices for children with disabilities, family development and support, recommended practices in child care, early intervention, and policy implications. This publication presents updates on current studies, excerpts from research and policy briefs, and articles about the center's research findings. Each issue also includes a special section on the National Center for Early Development & Learning (NCEDL), a 5-year project examining critical issues in early childhood practices and administratively housed at the Frank Porter Graham center. The spring 1997 issue offers introductory articles on the Frank Porter Graham Child Development Center and NCEDL. The summer 1997 issue focuses on inclusion of children with disabilities in early childhood settings. The autumn 1997 issue looks at child care policy at the national, state, and local levels, and examines the role of policy briefs produced by NCEDL and how policymakers and administrators function as NCEDL advisors. (EV)

ED 424 946 PS 027 075

Voices for Illinois Children, 1998.
PUB DATE- 98
NOTE- 38p.; For 1996-1997 newsletters, see ED 404 002.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Advocacy; Child Health; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Corporate Support; Day Care; Early Childhood Education; Political Issues; *Public Policy; *State Legislation; Youth Problems
IDENTIFIERS- *Illinois

This document consists of the three issues of the "Voices for Illinois Children" newsletter published during 1998. Voices for Illinois Children is a child advocacy group that works to make kids "count" in Illinois and to ensure that the basic needs of all children, families, and communities are met. These three newsletter issues explore topics pertaining to childrearing and children's well being. The spring 1998 issue contains articles that address: (1) raising caring children; (2) breastfeeding; (3) the child care challenge; (4) Illinois child advocates; (5) state legislative update; (6) advocacy resources; (7) connecting with at-risk parents; (8) a profile of a business that cares for kids; and (9) juvenile justice legislation. The summer 1998 issue contains articles on: (1) KidCare child health insurance program; (2) strengthening families and communities; (3) advocacy update; (4) grandparents raising grandchildren; (5) Illinois child advocates; (6) importance of fathers; (7) description of the annual Kids Count Awards Dinner; (8) a profile of a business that cares for kids; and (9) focusing elections on children's issues. The fall 1998 issue contains articles concerning: (1) gubernatorial percent of children in poverty is 20.7 percent, about 14 percent of children are in families receive AFDC, and about 4 percent of children were referred to juvenile courts in 1991. Section 2, "Health," reports that 32.3 percent of births lacked adequate prenatal care and the pregnancy rate for non-white teens was 2.5 times greater than that for white teens. Section 3, "Education," indicates that the percent of high school dropouts was 6.3 and that 16 percent of students received special education. (KB)

ED 424 965 PS 027 097

The Teen Report: A Factual Assessment of Today's Tennessee Teens. A Tennessee KIDS COUNT Project Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 31p.; For related Tennessee Kids Count documents, see PS 027 096-027 102.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; *Child Health; Counties; Crime; Demography; Early Parenthood; Employment Patterns; High Schools; *Poverty; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; Sexually Transmitted Diseases; *Tennessee

This Kids Count report focuses on the well being of Tennessee's teenagers. The statistical portrait is based on 10 indicators of well being: (1) teen pregnancy; (2) drug abuse; (3) HIV infection; (4) sexually transmitted diseases; (5) high school dropout; (6) scores on the American College Testing Program (ACT); (7) teen employment; (8) school violence; (9) teen crime; and (10) teen violent deaths. The report is presented in 10 sections, each describing the statewide findings on the indicators and delineating statistics for each county. Findings indicate that the teen pregnancy rate has begun to decline, with the 1992 rate the lowest since the mid-1980s. Some indications suggest that substance abuse among teens may have declined recently. The reduction in the rate and number of teens contracting sexually transmitted diseases is attributed to better education, clinical services, and medicine. The reduction in high school dropout rate is likely due to legislative and educational efforts. The average ACT scores of Tennessee students in 1993 was close to the national average. However, firearm-related school expulsions increased more than fivefold in three years, with the number of violence-related expulsions and the use or sale of drugs more than doubling. The number of violent crime court referrals more than doubled since 1984, and the number and percent of firearm-related teen deaths increased from 1984 to 1992. The report concludes by noting that prevention programs that succeed focus on early childhood and family interventions, school-based interventions, and community-based programs. (KB)

ED 424 966 PS 027 098

Kids Count: The State of the Child in Tennessee, 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 78p.; For related Tennessee Kids Count documents, see PS 027 096-027 102.

tables and 176 references.) (KB)

ED 424 983 PS 027 163

Bottle, Gill
A Study of Children's Mathematical Experiences in the Home.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual EECERA Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Diaries; *Early Experience; Family Environment; *Mathematics Activities; Mathematics Education; *Numeracy; Observation; Parent Attitudes; Parent Child Relationship; *Parents; *Preschool Children; Preschool Education

This study assessed parental attitudes toward early mathematics and examined the ways in which families initiate and support the development of young children's early mathematical concepts. Six families with preschool-aged children (4 girls and 2 boys) participated in this case study involving observation of family interactions, interviews with parents regarding their child's activities, and parental diaries detailing significant things that they felt their child had learned and new activities that the child had undertaken between observations. Participation began when the child was less than 2 years old, and for all families, 1 parent was at home for at least part of the day. The major findings indicate that: (1) all parents were able to report on the mathematical tasks that their children had undertaken, but only half recognized those tasks as mathematical; (2) only half of the parents identified mathematical tasks as being important for their child's development; (3) for parents mentioning mathematics, number and counting were mentioned most often; (4) during observations, all children experienced some mathematical tasks, all adult-initiated; (5) five parents developed mathematical activities for their children; (6) five children initiated their own mathematical tasks; (7) the longest mathematical activities were those in which the adult and child were actively involved in their development; and (8) the greater the parents' awareness of the importance of mathematical development, the more time spent on mathematical activities and the more engaging the activities. (Contains 32 references.) (Author/KB)

ED 424 984 PS 027 166

Holliday, RoseAnna
Using Offer versus Serve in the School Meals Initiative.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC.
PUB DATE- 98
NOTE- 90p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; *Food Service; Food Standards; *Lunch Programs; *Nutrition; *Nutrition Instruction
IDENTIFIERS- *Healthy School Meals Initiative; Meal Programs; *Menu Planning

The goal of the Offer Versus Serve (OVS) option in the Healthy

IDENTIFIERS- Carpal Tunnel Syndrome; Eyestrain; *Repetitive Strain Injuries

Musculo-skeleton injuries, which include tendinitis, carpal tunnel syndrome, chronic neck and back pain, and other Repetitive Strain Injuries (RSI), are the leading causes of disability in working-age people in North America. This paper highlights studies indicating that computer users are especially susceptible to these injuries; therefore, the keyboard techniques, computer practices, and workstation routines established in the early years are key to preventing injuries throughout life. The paper stresses the importance of the role of teachers and parents in the prevention and identification of RSI. Attention is given to carpal tunnel syndrome, eye strain, and neck and back pain. Three bad habits are identified with suggestions as to how they may be prevented. (Author/LPP)

ED 425 003 PS 027 189

Walz, Garry R.; Bleuer, Jeanne C.
ERIC/CASS Virtual Libraries: Online Resources for Parents, Teachers, and Counselors.
PUB DATE- 98
NOTE- 6p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Counseling; Counselors; *Databases; Education; *Electronic Libraries; Electronic Text; Elementary Secondary Education; Full Text Databases; *Internet; *Online Systems; *World Wide Web
IDENTIFIERS- *ERIC; *ERIC Clearinghouse on Counsel and Personnel Serv

The Educational Resources Information Center (ERIC) is a federally funded program inaugurated in 1966 to serve as the nation's archive of important education documents. ERIC clearinghouses identify, select, and prepare entries describing education-related materials for the ERIC database; provide information in response to mail, telephone, and electronic requests as part of the AskERIC service; conduct education-related workshops; and publish numerous hard-copy and electronic resources. One of 16 ERIC clearinghouses, the ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS) serves counseling and student professionals as well as parents who have an interest in personal and social factors that affect learning and development. ERIC/CASS has developed virtual libraries to provide online access to full-text documents on topics within its scope. In addition to a virtual library of career development resources developed with the National Occupational Information Coordinating Committee (NOICC), virtual libraries developed in 1997 include: (1) Learning and Achievement; (2) Substance Abuse; (3) School Violence; (4) School-to-Work Transition; and (5) Multiculturalism, Diversity, and Pluralism. To make the libraries easy to search, documents are cross-referenced and can be accessed through four categories: Subject Area, Population, Resources for Parents, and NOICC Resources. (A virtual libraries categories and Web addresses are appended.) (LPP)

ED 425 004 PS 027 190

(http://www.csos.jhu.edu/p2000) is designed as a technological tool to help members develop, maintain, and improve their partnership programs. The Web site consists of eight main sections that organize the content. From the eight "buttons" on the home page (Partnership Program, Membership, Frequently Asked Questions, Membership Services, Publications, In the Spotlight, Contact the Staff, and Links), visitors branch off into content-rich pages that describe the information necessary to become a member of the Network and to strengthen current members' partnership programs. Future plans for the Web site are also discussed. (Author/LPP)

ED 425 022 PS 027 208

Cesarone, Bernard, Ed.; Preece, Laurel, Ed.
ERIC/EECE Newsletter. 1994-1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 63p.; Volumes 1-5 no longer available from source.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; *Day Care; *Early Childhood Education; *Educational Quality; Fathers; Internet; Newsletters; Parent Participation; Research and Development; Resilience (Personality); Rewards; Television Viewing; Theory Practice Relationship; *Violence
IDENTIFIERS- ERIC Clearinghouse on Elementary Early Child Educ; *Project Approach (Katz and Chard); Reggio Emilia Approach

This document consists of 10 issues (created over 5 years) of the newsletter of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE). Each issue contains a feature article and one or more short articles on topics related to early childhood education, calls for papers, announcements about Internet resources, news items about and lists of publications from ERIC/EECE, or articles about child care from the Adjunct ERIC Clearinghouse on Child Care. The feature articles discuss: (1) the project approach; (2) risks of rewards for children; (3) adapting ideas from the Reggio Emilia (Italy) approach to preschool education in the United States; (4) fostering resilience in children; (5) resolving differences between teachers and parents; (6) male involvement in early childhood programs; (7) applying child development knowledge; (8) implications of research for practice; (9) television violence; and (10) selecting topics for project work. Articles related to child care concern establishing family-centered child care programs, improving the quality and availability of child care, inclusion, quality in child care, and intergenerational child care. Additional short articles address topics of: (1) violence and young children; (2) integrated curriculum; (3) Hispanic parent involvement in ECE; (4) documentation and quality in ECE; (5) transitions to middle school; and (6) reports from a kindergarten study. (BC)

ED 425 023 PS 027 209

Preece, Laurel, Ed.
Parent News: A Compilation of 1996 Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

single mothers were similar as to age range, average age at birth of first child, and number of children. Single-parent families fall into four groups, suggesting that different strategies would be needed to reduce their reliance on public assistance: young and never married, young and separated or divorced, older and never married, and older and separated or divorced. The study concludes that the "single-parent family" as a category of analysis has the following policy-relevant shortcomings: misleading contrast between households with unmarried mothers and those with married mothers, implied uniformity of families within each category, and lack of temporal and qualitative dimensions. Policy recommendations include reducing birth rates among single women, evaluating employability of prospective husbands, full and regular payment of child support, assessment of violent or abusive marital status, and evaluating use of extended families. Keeping rural single mothers and their children out of poverty requires strengthening the economy so that adequate jobs are available for women and for men, reducing the gender-based earnings gap, and providing more opportunities for advancement above starting wage levels. A pro-marriage policy is no substitute for an anti-poverty policy. (Author/SAS)

ED 425 040   RC 021 739

Abbott, Eric A., Ed.
Making Wise Choices: Telecommunications for Rural Community Viability. Proceedings of a Workshop (Kansas City, Missouri, February 25-27, 1997).
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.; Iowa State Univ. of Science and Technology, Ames.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Community Development; Elementary Secondary Education; *Information Technology; Networks; *Rural Areas; *Rural Development; School Involvement; Small Towns; *Telecommunications
IDENTIFIERS- Access to Technology; *Technology Implementation; *Telecommunications Infrastructure; Telecommunications Policy; Universal Service (Telecommunications)

This proceedings contains keynote speeches, community case studies, and small-group recommendations concerned with successful telecommunications initiatives in rural communities. The four keynote addresses are: "Electronic Highways and Byways: Converging Technologies and Rural Development" (Heather E. Hudson); "Information Technologies and Rural Community Viability: Lessons from the Past" (J. Paul Yarbrough); "Investment in the Rural Infrastructure: The Lessons from the First 100 Years" (Mary McDermott); and "Community Social Capital and Leadership: Keys to the Technological Future of Rural Communities" (Daryl Hobbs). Community strategies for taking advantage of new technologies, problems encountered, and successes and failures are described in eight community case studies: "GRANeT: Grant County, Wisconsin" (Terry Gibson, Tom Schmitz); "Telemedicine: Hays, Kansas" (Robert Cox); "Fiber to Every Home: Kalona, Iowa" (Ronald Slechta, Ray Marner); "ACENet: Athens, Ohio" (Amy Borgstrom); "Nevada, Missouri: The TeleCommunity Project" (Alan Kenyon); "Mitchell, South Dakota: The Teleport" (Dan Muck, Chris Paustian); "Telecommunications Builds on Long-Term Community Development: Aurora, Nebraska" (Gary Warren, Dixie Whitlow); and "Traversenet: Wheaton, Implementation-Evaluation (B-N-I-E) and Question-Clarification many times helps the teacher guide students in their work while requiring that students remain active. For the activity setting of an after-school history-web club, adapting the milestone activity structure across disciplines presents a number of hurdles because it depends on a discipline-specific task analysis, but the B-N-I-E discourse sequence seems generally adaptable to a wide range of inquiry-oriented work. Contains 30 references. (Author/PVD)

ED 425 058   SE 061 853

Lubienski, Sarah Theule
Problem Solving as a Means toward Mathematics for All: A Look through a Class Lens.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Equal Education; Grade 7; Junior High Schools; *Mathematics Education; *Problem Solving; Socioeconomic Status; Teaching Methods

In this study, a researcher-teacher examined seventh-graders' experiences with a problem-centered curriculum and pedagogy. Analyses of interviews, surveys, teaching journal entries, and audio recordings focused on differences between lower- and higher-socioeconomic status (SES) students' reactions to learning mathematics through problem solving. While higher-SES students displayed confidence and solved problems with an eye toward the intended mathematical ideas, the lower-SES students preferred more external direction and sometimes approached problems in a way that allowed them to miss their intended mathematical point. The lower-SES students more often became "stuck" in the open and contextualized nature of the problems. An examination of sociological literature revealed ways in which these patterns in the data could be related to more than individual differences in temperament or achievement between the children. This study suggests that class cultural differences could relate to students' approaches to learning mathematics through solving open, contextualized problems. This paper discusses equity-related challenges to be faced as well as interventions that could be helpful in our attempts to center mathematics instruction around problem solving. Contains 32 references. (Author)

ED 425 059   SE 061 854

Ramey, Linda; Tomlin, James; Basista, Beth; Slattery, William
Development of a Comprehensive Undergraduate Science Education Program for Preparation of Elementary and Middle School Teachers.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Educational Change; Elementary Education; Faculty Development; Higher Education; Inquiry; Junior High Schools; *Knowledge Base for Teaching; Middle

individuals who have become advocates for an issue and brought about change in society. Various activity sheets are included in the book to help students discover their interests and talents and evaluate their advocacy efforts. The nine chapters include: (1) "Starting from Within: Personal Change"; (2) "Finding Your Issues"; (3) "Becoming an Expert: Researching Your Issue"; (4) "Making Your Point"; (5) "Setting Goals and Making Plans"; (6) "Finances and Fund-Raising"; (7) "Developing Leadership Skills"; (8) "Handling Problems"; and (9) "Living Your Beliefs: Creating a New World." (EH)

ED 425 083 SO 028 977

Brewer, Chris, Comp.; Grinde, Linda, Comp.
Many People, Many Ways: Understanding Cultures around the World. Volume 1.
PUB DATE- 95
NOTE- 250p.; This document is no longer available from the publisher, Zephyr Press.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Studies; Cultural Interrelationships; Cultural Pluralism; *Culture; Elementary Education; *Ethnology; *Foreign Countries; *Global Education; *Multicultural Education; Social Studies
IDENTIFIERS- Asia; Caribbean; Europe; South America

This book helps students and teachers explore the concept of culture and to appreciate the diversity of cultures of the world. The nine cultures in the book represent a variety of races and environments. Each chapter offers ideas for activities for student to explore elements of culture and common human experiences. The chapters are divided into categories to facilitate an interdisciplinary approach with activities designed to address multiple intelligences. Cultures highlighted include: (1) Brazil; (2) Egypt; (3) Haiti; (4) Hawai'i; (5) The Lakota, Dakota, Nakota; (6) Poland; (7) Sweden; (8)Tibet; and (9) Vietnam. An appendix that features a discussion about biomes and a bibliography that includes general references as well a recordings, videos, children's books, teacher works, organizations, and audio cassettes conclude this document. (EH)

ED 425 084 SO 028 978

Greene, Alanda
Rights to Responsibility. Multiple Approaches to Developing Character and Community.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizenship; *Citizenship Education; *Citizenship Responsibility; *Community Responsibility; Critical Thinking; Environmental Education; Global Education; Humanitarianism; Intermediate Grades; Junior High Schools; Social Studies; Values Education

are provided on how to apply for the National Awards for Teaching Economics program. The summaries provided are a sampling of each project selected for recognition. Also included are the National Economic Standards and the Voluntary National Content Standards in Economics. Full texts of first through fourth place award-winning projects are available through Interlibrary Loan with the Milner Library of Illinois State University in Normal, IL, housing the entire collection. There are five parts divided into primary level (grades K-3), intermediate level (grades 4-6), middle/junior high school level (grades 7-9), senior high school level (grades 10-12), and an open category. Winners for first-, second-, third-, and fourth-places are described along with honorable mention summaries in each of the grade levels. (EH)

ED 425 107 SO 029 507

Schug, Mark C.; Lopus, Jane S.; Morton, John S.
From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; Consumer Education; *Developing Nations; Economic Change; Economic Development; Economic Factors; *Economics; *Economics Education; *Foreign Countries; Instructional Materials; Secondary Education; Social Change; Social Studies
IDENTIFIERS- China; Europe (Central); Europe (East); Russia

This packet of lessons focuses on the transition from a legacy of central planning to a market orientation in the economic systems of Central and Eastern Europe, the newly independent states of the former Soviet Union, and China. These lessons seek to provide high school teachers with a well-informed approach to teaching about this transition. The lessons emphasize the complex texture of events and the regional distinctions found among the transition economies. The materials also highlight findings about certain conditions that seem crucial to economic reform and introduce economic concepts that teachers and students can use to describe and explain the successes and the failures of economic change. The ten lessons include: (1) "The Legacy of Soviet Communism"; (2) "Different Paths to Reform: Case Studies of Poland, China, and Russia"; (3) "Political and Economic Freedoms"; (4) "How To Privatize?"; (5) "Monopoly Is Not Just a Game"; (6) "Why Trade?"; (7) "Why Middlemen Matter: The Role of Financial Institutions in a Market Economy"; (8) "Resisting the Siren Song of Inflation"; (9) "Brother, Can You Spare a Ruble?"; and (10) "Distribution of Income: Different Ways to Slice the Pie." The appendix contains selected world development indicators for the regions under study. (EH)

ED 425 108 SO 029 595

Heitzmann, William Ray
The Power of Political Cartoons in Teaching History. Occasional Paper.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

II authorizing programs to recruit and prepare teachers and gather data on the U.S.'s teacher education system. Title II's purpose is to recruit teachers in areas with shortages of qualified personnel, prepare teachers in content and teaching methods, and gather data on state and college or university policies and procedures regarding teacher quality. Title II funds three related programs: partnerships, state initiatives, and teacher recruitment. This monograph explains the three programs, then discusses authorization level for the programs; data reporting by states and institutions of higher education receiving HEA funds; and preparation for Title II implementation (Title II awards, constructing a systemic framework, and data reporting). (SM)

ED 425 128   SP 038 204

Seng, SeokHoon
Teaching Thinking Skills for Pre-Service and In-Service Teachers in Singapore.
PUB DATE- 98
NOTE- 8p.; Paper presented at the International Conference on Critical Thinking and Educational Reform (Zamboanga, Philippines, September 23-26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Curriculum Development; Educational Improvement; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Improvement; Teachers; *Thinking Skills
IDENTIFIERS- *Singapore; *Teacher Thinking

The National Institute of Education (NIE), Singapore's only teacher training institution, is working toward improved teaching of thinking skills within preservice teacher education. The teaching of thinking skills has always been one feature of NIE preservice programs, though a number of changes have recently been proposed, including integration of thinking skills into the content and delivery of courses and use of recent research and best practices to promote critical and creative thinking. A process-oriented approach to instruction will be emphasized. There will be more emphasis on thinking during the practicum. NIE will initiate research in the area of critical thinking and creativity. The establishment of the Singapore Centre for Teaching Thinking is one initiative that demonstrates NIE's commitment to realizing Singapore's vision of "Thinking Schools, Learning Nation." It's three core activities are teaching/training, development of programs and materials, and research and research dissemination. Inservice training for current teachers will involve a series of workshops during the June and December vacation months. The school curriculum will also be reviewed and revised to encourage development of higher order thinking skills, incorporate technology, emphasize joy of learning and development of habits for continual learning, and reduce content in each area. (Contains nine references.) (SM)

ED 425 129   SP 038 205

Malone, Bobby G.; Tietjens, Cheryl
A Re-examination of Classroom Rules.
PUB DATE- 98

Political Science, General; Protective Services; Psychology; Public Health, General; Reading Teacher Education; Social Sciences, General; Social Work; Sociology; Special Education, General; Speech-Language Pathology and Audiology; Teacher Education; and Visual and Performing Arts. (DB)

ED 424 847 HE 031 702

Bianco-Mathis, Virginia, Ed.; Chalofsky, Neal, Ed.
The Full-Time Faculty Handbook.
PUB DATE- 99
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; College Administration; *College Faculty; College Instruction; Distance Education; Diversity (Faculty); Educational Technology; *Faculty Development; *Full Time Faculty; Higher Education; Professional Development; Teaching Methods
IDENTIFIERS- Faculty Service

The ten papers in this guide for college faculty address the academic roles and responsibilities of faculty members in institutions of higher learning, as well as issues and trends in academia. The individual papers are: (1) "Administration and Management" (Nyla Carney and Teresa Long); (2) "Teaching and Learning" (James J. Fletcher and Sondra K. Patrick); (3) "Student Advising" (Rosemarie Bosler and Sharon L. Levin); (4) "Academic Research" (Sharon Ahern Fechter); (5) "University Service" (William J. A. Marshall); (6) "Professional Service" (Karen L. Medsker); (7) "Professional Development and Advancement" (Rhonda J. Malone); (8) "New Learning Approaches: Conceptualizing the Learning-Teaching Interaction" (Sharon Johnson Confessore); (9) "Technology: Computers, Distance Learning, and the Virtual University" (Theodore E. Stone); and (10) "Diversity in Higher Education" (Mary Hatwood Futrell and Walter A. Brown). An introduction and an epilogue by the editors are also included. (Individual chapters contain references.) (DB) reference questions; and 76.2% would choose the same career if starting over. It is concluded that, although more stress management services are needed, the job satisfaction reported outweighed the stress. Recommendations for further research are included. The cover letter and questionnaire are appended. (Author/DLS)

ED 424 866 IR 057 231

Fry, Michael J.
A Description and Evaluation of the Archival Materials of the Pontifical College Josephinum.
PUB DATE- 98
NOTE- 86p.; Master's Research Paper, Kent State University. Some appended pages contain light or illegible type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Archives; Bibliographic Records; Catholic Schools; *Church Related Colleges; Evaluation; Higher Education; History; Information Storage; Interviews; *Library Collections; Library Research; Photographs; Postsecondary Education; Preservation; Primary Sources; Qualitative Research; Records Management; Theological Education
IDENTIFIERS- Archive Indexes; Library Security; *Pontifical College Josephinum OH; Roman Catholic Church

A description and evaluation of the archival materials of the Pontifical College Josephinum (Columbus, Ohio) is presented, with a focus on the founder of the Josephinum, Monsignor Joseph Jessing, and his place within the archives. The paper is intended to provide the administration of the Josephinum with recommendations and to stimulate further research of the archival principles being used within seminaries as a means of preserving the history of some of the oldest institutions of higher education in the United States. The historical information used was gleaned from actual records, documents, photographs, correspondence, artifacts, and literature, all from within the archives. The researcher made numerous visits to the archives and interviewed several persons; following each visit, field notes were transcribed. A brief history and overview of the archives is provided. The archives are described and evaluated in terms of physical locations, organization of records, preservation issues, and security issues. Items associated with Monsignor Jessing are then described. Two appendices contain photographs of the archives and of various archival items, and field notes. (Contains 42 references.) (Author/DLS)

Year 2000 Task Force at the agency level occurred much later than government and computing industry leaders indicated would be appropriate if all risks were to be addressed in a timely manner. Specifically, it was concluded that CUNY's efforts to date do not reasonably assure that instructional and administrative functions performed on college-level computer systems and thousands of personal computers throughout CUNY and its colleges will continue to operate and produce correct results after 2000. CUNY needs to consider the development of contingency plans or other alternative solutions if important systems fail or are not expected to be compliant on time. (AS)

ED 424 887 JC 980 466

Miller, Joyce
Factors Enhancing the Teaching of Information Literacy to Adirondack Community College Faculty.
PUB DATE- 98
NOTE- 115p.; Masters Project, State University of New York at Plattsburgh.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *College Faculty; *Community Colleges; Educational Resources; *Information Literacy; *Information Utilization; Librarian Teacher Cooperation; Library Technical Processes; Research Skills; *Teacher Attitudes; *Teacher Education; Two Year Colleges
IDENTIFIERS- Adirondack Community College NY

This study examines the status of information literacy skills among the faculty of Adirondack Community College (ACC) in New York, and describes factors that enhance these skills. Three primary questions posed by the study are: (1) what information literacy skills do faculty have now?; (2) what factors strengthen the teaching of information literacy, and what would motivate faculty to learn more?; and (3) how can this case study be used to teach information skills more effectively to faculty and staff? It was found that faculty access information by different means than students, in that they bypass traditional library tools and use their professional organizations and colleagues as major sources of information. Using literature and information from librarians, the study summarizes ACC faculty as being typical of college faculty overall in their lack of awareness of information skills. The paper is divided into 4 chapters, including an introduction, a review of the literature, results of the study, and a discussion of the results. Appended are cover letters and survey instruments, aggregate raw survey results, and supporting documentation. (Contains 27 references.) (AS)

ED 424 908   PS 026 908

McClain, Deborah

Meeting the Needs of Homeless Children Who Live in Temporary Housing.

PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; *Childhood Interests; *Childhood Needs; *Children; Coping; Economically Disadvantaged; *Homeless People; Personal Autonomy; Resilience (Personality)
IDENTIFIERS- Shelters

This study investigated the strengths homeless children exhibit. Homeless children living in shelters and children of the same peer group living in low income housing were interviewed about home activities, interests, abilities, talents, character strengths, autonomous behavior, and interactions with adults. All children were selected from first, second and third grades of an inner city public school. Findings indicated that many of homeless children do exhibit a high degree of independence. The findings also highlighted many of the emotional, psychological, and learning problems that homeless children endure living in shelters. (JPB)

NOTE- 72p.; For 1994 Data Book, see PS 027 025; for 1997 Data Book, see PS 027 027, and for 1998 Data Book, see PS 027 028.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Higher Education; Infants; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Prenatal Care; Safety; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Suicide; Tables (Data); *Well Being
IDENTIFIERS- Arrests; Child Safety; *Indicators; *Maine

This Kids Count report details statewide trends in the well-being of Maine's children. The statistical portrait is based on indicators of children's well-being in four areas: (1) social and economic opportunity; (2) community and family environment; (3) physical and mental health; and (4) education. The report's introduction describes the goals and future plans for Kids Count, and the indicators addressed. The second section presents statewide data, including a national comparison where available. The third section, and bulk of the report, presents a demographic profile for each of the state's 16 counties, and the county data, including a comparison to the statewide averages and changes from the 1994 report, for the 18 indicators of child well-being. The 18 indicators are: (1) children in families receiving Aid to Families with Dependent Children (AFDC); (2) children receiving subsidized lunches; (3) children on Medicaid; (4) births to unmarried teens; (5) prenatal care; (6) low birth-weight; (7) infant mortality; (8) number of physicians; (9) dentists; (10) children in foster care; (11) child deaths for ages 1-14; (12) teen deaths; (13) teen violent deaths; (14) child suicide; (15) arrests; (16) dropout rate; (17) post-secondary education rates; and (18) children with special needs. Definitions and data sources used in completing the report are appended. (SD)

candidates' views on children; (2) Illinois' teen R.E.A.C.H. (Responsibility, Education, Achievement, Caring, and Hope) program; (3) child care changes; (4) Illinois child advocates; (5) children's court centennial; (6) avoiding teen pregnancy; (7) making kids count on election day; (8) a business that cares for kids; and (9) networking to advance education. (SD)

ED 424 947 PS 027 076

Adult-Child Interactions: Forming Partnerships with Children. High/Scope Preschool Curriculum Adult-Child Interaction Series. Guide and Videotape .
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Active Learning; *Classroom Techniques; *Early Childhood Education; Experiential Learning; *Interpersonal Relationship; Preschool Children; *Preschool Education; *Teacher Student Relationship; Teaching Methods; Videotape Recordings
IDENTIFIERS- *High Scope Demonstration Preschool Project

Supportive relationships between adults and young children are at the heart of the High/Scope educational approach. This guide assists viewers in using the videotape "Adult-Child Interactions: Forming Partnerships with Children" as a professional development tool. The guide describes Part I of the videotape, which introduces adult-child interaction strategies, demonstrates their use in two classroom scenes, and includes a teacher commentary on each scene. The guide then details Part II of the videotape, which shows 11 additional classroom scenes illustrating the adult-child interaction strategies presented in Part I. The first section of the guide contains a partial transcript of the videotape, which includes the entire narration plus the two classroom scenes in Part I of the videotape. The transcript is accompanied by notes to viewers that give additional background information on the two play scenes in Part I of the videotape. The second section of the guide provides summaries of the unnarrated classroom scenes given in Part II of the videotape. (Author/LPP)

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Counties; Crime; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; Employment Patterns; Health Insurance; Infant Mortality; Juvenile Justice; Mental Health; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- Child Mortality; *Indicators; Out of Home Care; Sexually Transmitted Diseases; *Tennessee; Vaccination

This Kids Count report examines trends in the well being of Tennessee's children. The statistical portrait is based on 23 indicators of child well being: (1) single-parent families; (2) family income/poverty; (3) children receiving Aid to Families with Dependent Children; (4) students participating in school nutrition programs; (5) teen unemployment rate; (6) child abuse and neglect rate; (7) children referred to juvenile courts; (8) child commitment rate to state care/custody; (9) enrollment in state health insurance program; (10) prenatal care rate; (11) low-birthweight rate; (12) infant mortality rate; (13) immunization rate; (14) child death rate; (15) teen pregnancy rate; (16) teen drug abuse; (17) teen HIV/AIDS incidence; (18) teen sexually transmitted disease rate; (19) teen violent death rate; (20) academic achievement; (21) students receiving special education; (22) high school dropout rate; and (23) incidence of school violence. Following an executive summary, the data are presented in three sections. Section 1 indicates that more than 25 percent of Tennessee children live in poverty and juvenile court referrals for violent crime has more than doubled in the last decade. Section 2 reveals that nearly a third of 1992 births lacked adequate prenatal care, nonwhite infant mortality was more than twice the white rate, child mortality declined 28 percent from 1980 to 1992, and the rates of pregnancy and sexually transmitted diseases declined from 1991 to 1992. Section 3 indicates that the high school dropout rate declined 24 percent from 1991 to 1992 and firearm-related expulsions increased dramatically from 1990 to 1992. (KB)

School Meals Initiative is to minimize plate waste and to encourage more food choices in school meal programs. This manual was designed for child nutrition programs as a tool in helping them meet the Healthy School Meals Initiative, in particular to assist them in identifying a reimbursable meal under the OVS option. The manual is divided into 10 sections, with the first 3 sections discussing OVS within each of three menu planning systems: (1) traditional meal planning; (2) enhanced meal planning; and (3) nutrient standards menu planning. The remaining sections of the guide include resources to assist in training food service personnel, case study exercises on making food choices, a sample letter to students explaining the Offer Versus Serve option, and a chart comparing the three menu planning systems. Space is included for individual districts to insert sections on money handling, the meal counting system, and hints for implementing their system. (KB)

Degnan, Edward J.; Jacobs, John W.
Dual-Use Technology: A Total Community Resource.
PUB DATE- 98
NOTE- 12p.; In: Proceedings of the Families, Technology, and Education Conference (Chicago, IL, October 30-November 1, 1997); see PS 027 175.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; *Community Cooperation; *Community Coordination; *Community Involvement; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Partnerships in Education; *Resource Allocation; Systems Approach; Training
IDENTIFIERS- *Technology Integration

This paper suggests that many large organizations seek technological solutions to compensate for reduced manpower and funding resources. One such organization, the U.S. Army, has compensated for resource reductions by focusing on integrating advanced technologies into the functional areas of training, acquisition, and test and evaluation. While there are some unique military aspects of the methodology, overall the application can work for any organization trying to incorporate technology into an educational or work environment. This paper discusses a systematic technology integration methodology taken from the military that was applied to communities to form an expanded learning environment. This method has proven to be a cost-effective way to initiate technology integration. In order to accomplish an effective technology integration effort, a three-phased approach was developed that is adaptable to a variety of communities and educational organizations. Key Phase I activities include early identification of available technology resources and working closely with change agents to assist them in developing a vision of how to use all available community resources. Resources can then be allocated so that they can support the overall community needs and goals. Within Phase II activities, developing a technology education program for all stakeholders is very important. This program should include a train-the-trainer component so that critical information can be transported to the various participant groups in a timely manner. Phase III involves incorporating various technology applications within the school system and targeted local community organizations. Currently, there are five communities that have been going through this process for varying lengths of time over the past 3 years. Through this technology integration methodology, an extended learning community can be created that provides a system for inclusion of all community members by maximizing the use of all available resources through dual use of those assets. An appendix contains a sample technology assessment survey. (LPP)

NOTE- 290p.; Volume 1 is not available in print form. Volume 2 and subsequent volumes downloaded and printed from Web site. For Volume 3, see PS 027 210; for Volume 4, see PS 027 211.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Rearing; Employed Parents; Internet; Newsletters; *Parent Child Relationship; Parent Student Relationship; *Parenting Skills

This document consists of the 12 issues of "Parent News" (an electronic Internet magazine for parents, prepared for the National Parent Information Network) published during 1996. Each monthly issue contains short feature articles summarizing research, announcing major events and conferences, and addressing issues of interest to parents. Topics of feature articles include children's health; sexuality; choosing a school and school choice; school uniforms; fathering; magnet schools; children's computer and Internet use; creativity; television; self esteem; school size; child care; parental leave; school-to-work transitions; child behavior; parent-school and parent-teacher relationships; college costs; balancing work and family life; family centers; resilience; preventing drug use; and family literacy. Some articles are reprinted with permission from other sources. Also included in each issue are sections that provide information geared to the interests of parents, including: (1) book reviews; (2) World Wide Web and gopher sites; (3) organizations; (4) national organization phone numbers; and (5) a calendar of events. Some issues also contain sections on newsletters (issues 2-12) and on guides, brochures, and fact sheets (issues 11-12) for parents. (DR)

Minnesota" (Darrell Zimmerman, Jim Milne, Earl Steffens). In the final section, "Making Wise Choices: Ideas and Observations Concerning Ways To Improve Use of New Telecommunications Technologies by Rural Communities," five community representatives, policy experts, and researchers highlight problems in technology use and the benefits and opportunities available for schools, health care, local government, and businesses. The presenters were Ray Marner, Alex Weego, Peter Korsching, Dom Caristi, and Tom Tate. Specific recommendations for community telecommunications development, generated in small group discussions, are summarized. A participant list is included. (SV)

ED 425 041   RC 021 740

Establishing Pathways from Poverty in a Block Grant Environment.
PUB DATE- 96
NOTE- 6p.; "By the NYS Pathways from Poverty Team."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Block Grants; Community Health Services; *Community Services; Job Training; Labor Force Development; Planning; Policy Formation; *Poverty Programs; Public Agencies; *Public Policy; *Rural Areas; Underemployment; Welfare Services
IDENTIFIERS- New York; *State Local Relationship; Working Poor

Federal block grants and consolidated programs related to poverty reduction may compel states to streamline administrative structures and approaches that have deterred collaboration in the past. This report considers the block grant environment in making key policy recommendations for reducing poverty in rural areas, formulated during a Pathways from Poverty meeting in New York. Unique attributes of the rural poor and challenges of providing services and support in rural areas suggest that collaboration among service providers and agencies is the most logical way to address community needs. Policies that support integrated planning, outcome versus process measurement, and regulatory flexibility are critical to development of successful rural poverty strategies. Policy recommendations are organized around eight key principles: commitment to statewide minimum benefit standards that meet basic needs; making work pay for the working poor; improving statewide technological and administrative supports and quality assurance mechanisms; developing an inclusive work force development system that offers education and training to meet specified local needs; managing cooperation at the local level in rural health care systems; promoting service planning in a community context; achieving interagency collaboration and service integration; and evaluating programs on the basis of achievement of outcomes, rather than process measurements. Sidebars discuss underemployment in New York, caution local policy makers about the cost-cutting intent of federal proposals, and list members of the New York State Pathways from Poverty Team. (SV)

Schools; Philosophy; *Science Education; Scientific Methodology; Scientific Principles; *Teacher Education Curriculum; *Teacher Education Programs; *Undergraduate Study
IDENTIFIERS- Wright State University OH

The traditional differences in philosophy and approaches to teaching and learning between colleges of education and sciences have been repeatedly cited as one of the major obstacles in providing appropriate teacher training programs. In an effort to alleviate this problem, Wright State University (Ohio) has fostered a unique environment through a collaboration between the College of Science and Math (COSM) and the College of Education and Human Services (CEHS) by creating dual appointments for faculty within these two colleges. The revitalization of the teacher education programs in science included consideration that prospective science teachers should be involved in investigative activities; have lab courses that focus on topics in biology, chemistry, earth science, and physics; understand the interrelatedness of science disciplines; and have a sound understanding of the nature of learning and how it can be applied to the learning of science. (Author/DDR)

ED 425 060 SE 061 855

Ye, Renmin; Wells, Raymond R.
Student Concept Changes in Acids and Bases.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Las Vegas, NV, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acids; *Chemistry; *Concept Formation; Grade 10; High Schools; *Knowledge Representation; Lecture Method; *Science Education; *Sex Differences; Student Interests
IDENTIFIERS- Bases (Chemistry); *Conceptual Change

This study focuses on student concept changes in acids and bases. Variables include field dependent level, personal independence level, interest in science or chemistry, teaching strategy, and student gender. This study of Grade 10 students (N=81) provides information relevant to secondary school chemistry learning, teaching, and concept change. Results suggest that different field dependent levels do not significantly influence student concept changes, personal independent level does not significantly influence student concept change, student gender also does not significantly influence student concept change except in the area of ionization, and the lecture group in this study showed more improved concept changes in acids and bases than the laboratory group. (Author/DDR)

IDENTIFIERS- *Character Education
This book contains lessons that teach students about rights and responsibilities through activities designed to develop character and community. Students are encouraged to learn about the concepts of human rights and responsibilities, and being environmentally responsible citizens. The book employs a variety of learning strategies, allowing for many ways to respond to learning, process information; and express understanding. Research into how the brain works and how learning is best enhanced was used to provide learners with a variety of ways to internalize knowledge. Suggestions for how to facilitate cooperative learning, using personal and reflective journals, and conducting brainstorming activities are provided. A 31-item bibliography concludes the document. (RJC)

ED 425 085 SO 028 981

Old Schoolhouse Gang: Some Guidelines for School Oral History Projects.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Interviews; *Local History; *One Teacher Schools; *Oral History; Oral Tradition; Primary Sources; Social History; *Social Studies; *State History
IDENTIFIERS- *Indiana (Bartholomew County)
This booklet is presented as a guide for students undertaking oral history projects for a class assignment. The students were to search for people attending one-room schools or other early schools in Bartholomew County Indiana from the late 1800s to the 1950s. The suggestions given in the booklet are to help in developing questions and presenting the gathered materials. Sections of the booklet include: (1) Purpose; (2) "Where Do I Begin?"; (3) "How Do I Prepared for an Interview?"; (4) "What Do I Take to the Interview?"; (5) "How Do I Conduct the Interview?"; (6) "Interview Information Sheet"; (7) "What Questions Do I Ask?"; (8) "Sample Thank You and Follow Up"; (9) "Great Interview!"; and (10)"What Went Wrong?" (EH)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartoons; Elementary Secondary Education; Figurative Language; *History Instruction; *Humor; Illustrations; Instructional Materials; *Literary Devices; *Satire; Social Studies; United States History; Visual Aids; World History
IDENTIFIERS- *Political Cartoons

This essay focuses on the ability of the political cartoon to enhance history instruction. A trend in recent years is for social studies teachers to use these graphics to enhance instruction. Cartoons have the ability to: (1) empower teachers to demonstrate excellence during lessons; (2) prepare students for standardized tests containing cartoon questions; (3) promote critical thinking as in the Bradley Commission's suggestions for developing "History's Habits of the Mind;" (4) develop students' multiple intelligences, especially those of special needs learners; and (5) build lessons that aid students to master standards of governmental or professional curriculum organizations. The article traces the historical development of the political cartoon and provides examples of some of the earliest ones; the contemporary scene is also represented. Suggestions are given for use of research and critical thinking skills in interpreting editorial cartoons. The caricature and symbolism of political cartoons also are explored. An extensive reference section provides additional information and sources for political cartoons. (Contains 37 references, 21 sources of political cartoons and 7 related web sites.) (EH)

NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Codes of Ethics; Discipline; Elementary Secondary Education; Moral Values; *Student Behavior; *Teacher Expectations of Students; Teacher Student Relationship; Teachers
IDENTIFIERS- *Rules and Regulations

This paper provides a research-based examination of classroom management that focuses on six classroom rules. The paper's introduction contains a discussion that establishes the importance of effective classroom management strategies and an investigation of the literature to gain a better understanding of ineffective and effective rules. The six classroom rules are: (1) rules must be rational, consistent, and easily understood; (2) rules must address the desired behavior and answer two questions: Is the rule necessary? and Is a specific behavior targeted in the rule?; (3) too many rules may defeat the behavioral or academic purpose, and too many rules can result in rules that are not enforced; (4) rules must fit within the structure of the school's code of conduct and be consistent with the school's culture, and they should be stated positively; (5) rules must address the ethics or moral behavior desired; and (6) the rule must include the roles of primary stakeholders (e.g., students, teachers, parents, and administrators). (SM)

(Gerard Wormser), "Maria Montessori" (Herman Rohrs), "Sir Thomas More" (Keith Watson), "J.P. Naik" (A.R. Kamat), "Alexander Sutherland Neill" (Jean-Francois Saffange), "Peter Noikov" (Zhecho Atanassov), "Julius Kambarage Nyerere" (Yusuf Kassam), "Jose Ortega Y Gasset" (Juan Escamez Sanchez), "Robert Owen" (Peter Gordon), "Johann Heinrich Pestalozzi" (Michel Soetard), "Jean Piaget" (Alberto Munari), "Plato" (Charles Hummel), "Joseph Priestly" (Ruth Watts), "Isma'il Al-Qabbani" (Mahmud Kombar), and "Herbert Read" (David Thistlewood). (SM)

ED 425 141 SP 038 217

Morsy, Zaghloul, Ed.
Thinkers on Education. Volume 4.
PUB DATE- 97
NOTE- 412p.; This is the fourth in a series of four volumes that contain 100 monographs on thinkers on education. For volumes 1-3, see SP 038 214-216.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational History; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Higher Education; Preservice Teacher Education
IDENTIFIERS- *Philosophers

This collection of essays targets universities, social science research institutes, teacher training colleges, and those who lecture and carry out research on the history of ideas and of education. It is the fourth volume in a series that presents, in English, French, and Spanish, a comprehensive view of great educators of every age and culture. Each essay includes two bibliographies, one that lists the works actually concerned with education and the other on the actual thinker. The essays are as follows: "Carl Rogers" (Fred Zimring), "Jean-Jacques Rousseau" (Michel Soetard), "Torsten Rudenschold" (Gunnar Richardson), "Michael Ernest Sadler" (James Henry Higginson), "Otto Salomon" (Hans Thorbjornsson), "Domingo Faustino Sarmiento" (Hector Felix Bravo), "Antonio Sergio" (Antonio Novoa), "B.F. Skinner" (Louis M. Smith), "Herbert Spencer" (Brian Holmes), "Rudolf Steiner" (Heiner Ullrich), "Bogdon Suchodolski" (Irena Wojnar), "Sun Yat-Sen" (Zhang Lanxin), "Rabindranath Tagore" (Narmadeshwar Jha), "Rifa'a Al-Tahtawi" (Said Ismail Ali), "Leo Tolstoy" (Semion Filippovitch Yegorov), "Agoston Trefort" (Istvanne Kiss), "Davorin Trstenjak" (Nedjeljko Kujundzic), "Konstantin Dmitrievitch Ushinsky" (Miroslav Cipro), "Dmitry Uznadze" (Gregory Ketchuashvili), "Jose Pedro Varela" (Marta Demarchi and Hugo Rodriguez), "Jose Vasconcelos" (Rosario Encinas), "Giambattista Vico" (Maria Teresa Maiullari), "Juan Luis Vives" (Ricardo Marin Ibanez), "Lev S. Vygotsky" (Ivan Ivic), and "Henri Wallon" (Helene Gratiot-Alphandery). (SM)

ED 425 142 SP 038 218

Abdal-Haqq, Ismat
Professional Development Schools: What Do We Know? What Do We Need To Know? How Do We Find Out? Who Do We Tell?
PUB DATE- 98
NOTE- 14p.; Paper presented at the National Professional Development School Conference (Baltimore, MD, October 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Whiting, Bryan; Van Burgh, Jill Wright; Render, Gary F.
Mastery Learning: Thousands of Students, Thousands of Excellent Learners.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Sun Valley, ID, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; High School Students; Higher Education; Junior High School Students; Learning Strategies; *Mastery Learning; Secondary Education; Skill Development; Student Attitudes
IDENTIFIERS- Colorado

This study investigated the cognitive and affective student learning outcomes of 36 semesters using the mastery learning approach in distributive education classes. Data were collected by a high school teacher, a junior high school teacher, and a university professor, all of whom used mastery learning. Data collected over the years indicated that students' grades improved with mastery learning. The level of mastery had no effect on students' grades. Students worked to achieve whatever mastery level the teacher designated. Mastery learning produced successful learning experiences for at least 80 percent of the students. The study results supported the concept that mastery learning can be effective in subjects other than those that are hierarchically organized. Evaluation of students' opinions indicated that students took a great deal of pride in their accomplishments under mastery learning. However, teachers had to invest a certain amount of time for mastery learning to succeed. Mastery learning helps all students learn because they know what they are expected to learn, are taught in the most suitable learning style, are given individual correctives needed to alleviate previous learning failures, and receive opportunities to take another test over the same objectives. (SM)

ED 425 160 SP 038 239

Christensen, Lois M.; McNair, Layla; Patterson, Janice; Wade, Sheila
Professional Partnerships in Polyphonic Voice.
PUB DATE- 98
NOTE- 26p.; Paper presented at the National Professional Development School Conference (Baltimore, MD, October 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Cooperating Teachers; Elementary Education; Elementary School Teachers; Faculty Development; Field Experience Programs; Higher Education; Participative Decision Making; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; Student Teaching; *Teacher Collaboration; Teacher Improvement

This paper describes the experiences of several individuals involved in the initial stages of orchestrating a school-university partnership. A group of elementary teachers, a student teacher, a cooperating teacher, a university faculty

DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Teacher Improvement; Teachers

This paper addresses four questions about Professional Development Schools (PDSs). Regarding question 1, "What do we know?", there are approximately 1,035 P-12 schools designated as PDSs in 47 states. Research indicates that the PDSs help bridge the gap between university- and school-based educators. They also help practicing teachers experience greater professional growth and offer preservice teachers greater confidence in their skills and knowledge and more support during initial preparation. Regarding question 2, "What do we need to know?", five areas need attention: Do PDSs produce improvements in learning? What happens to teacher candidates who complete their initial preparation in PDSs? What does it cost to implement the complete range of PDS activities, and how does that compare to traditional approaches? How do we ensure that the benefits for PDS programs are not restricted to more affluent schools? What are PDSs doing to broaden the participation of neglected stakeholders? Regarding question 3, "How do we find out?", there must be a two-step approach involving (1) deliberation and self-study and (2) developing and implementing appropriate mechanisms and procedures for documenting and evaluating PDS effectiveness in critical areas. Regarding question 4, "Who do we tell?", it is important to tell colleagues, peers, students, parents, community members, administrators, policy makers, legislators, funders, and all PDS and non-PDS educators. (Contains 12 references.) (SM)

ED 425 143 SP 038 219

Dyman, Daniel J.
System-Based Strategies in Instructional Design.
PUB DATE- 98
NOTE- 16p.; Presentation made to the board of the Indiana University Center for Excellence in Teaching, (South Bend, IN, June 30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Higher Education; *Instructional Design; *Instructional Systems; *Systems Approach; Systems Development
IDENTIFIERS- Ball State University IN; *Program Evaluation and Review Technique

The integration of concepts and contributions from learning theorists, media specialists, and teaching practitioners, optimized within a framework of selected system strategies derived from military management programs, can help resolve concerns for educational improvement and accountability and influence the utilization of technology enabling effective teaching and learning. This paper discusses relevant applications of technology and describes strategic systems, highlighting Program Evaluation and Review Technique (PERT), a management tool for project schedule monitoring and control. A systems framework for instructional design from Indiana's Ball State University also is presented. In 1970, Ball State used PERT when developing instructional materials, coupling it with Critical Path Method, a cost effectiveness tool. Needs assessment was the starting point. Instructional design was predicated upon written goals. Each instructional goal provided member, and a coordinator of school-university partnerships participated in the experience and shared their views on the partnership. The participants reported that the partnership was an opportunity for personal growth within the context of improving their classroom instruction. Open, honest communication among participants was a recurring theme, and participants noted that the process of developing mutual goals and shared decision making was crucial. School teachers confirmed that having access to university personnel was an advantage of the collaborative effort. Time and attitude (having an unteachable spirit) were seen as potential barriers to collaboration. An appendix presents a preliminary planning document from the partnership. (Contains 19 references.) (SM)

ED 425 161 SP 038 240

Garmon, M. Arthur
Preservice Teachers' Learning about Diversity: The Influence of Their Existing Racial Attitudes and Beliefs.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Diversity (Student); Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Prior Learning; *Racial Attitudes; Self Evaluation (Individuals); Student Characteristics; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Reflective Thinking

This case study examined how three white preservice teachers were similar and dissimilar in terms of their racial attitudes and beliefs, their prior interracial experiences, and certain personal characteristics. Participants had taken a multicultural education course and had been part of a larger study of teacher candidates' attitudes about diversity and the effects of multicultural education courses on those attitudes. The three students completed the Quick Discrimination Index (a racial attitude survey) and structured interviews about their backgrounds, prior experiences with diversity, and attitudes and beliefs about teaching certain racial groups. The students also completed interviews that examined their attitudes about the multicultural course and its impact. Results of the case study indicated that multicultural education courses may be most effective for students who already possess more favorable racial attitudes and for those who display a quality of openness and an ability to be self-reflective. The study showed that students' entering racial attitudes and beliefs served as filters through which they perceived the information being presented to them. (Contains 26 references.) (SM)

ED 425 162 SP 038 241

Garmon, M. Arthur; Mariage, Troy V.
Project PREPARE: Collaborating for Professional Development and School Improvement.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL,

a benchmark for congruent evaluation and statistical analysis of achievement and a taxonomic index for the cognitive level of achievement as knowledge, comprehension, application, analysis, synthesis, and evaluation. The instructional materials were designed according to fundamental learning theory. Evaluation of Ball State's instructional design project was encouraging. Mean cognitive achievement at the level of knowledge was 79.2 percent, comprehension, 79.5 percent, and application, 62.9 percent. Mean ratings for relevance, practical value, and interest were 40.3 percent, 37.7 percent, and 33.3 percent, respectively at the very high level and 50.7 percent, 50.0 percent, and 45.7 percent, respectively, at the high level. (Contains 27 references.) (SM)

ED 425 144 SP 038 220

Marso, Ronald N.; Pigge, Fred L.
A Seven-Year Multivariate Longitudinal Study of the Changes in Anxiety about Teaching through Preparation and Early Years of Teaching.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Conference of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Anxiety; *Attitude Change; Elementary Secondary Education; Higher Education; Longitudinal Studies; Multivariate Analysis; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Teacher Characteristics; Teaching Experience; Teaching Skills

This study examined whether teacher candidates' anxiety about teaching in accord with teacher development theory decreased through teacher preparation and the fifth year of teaching and whether changes in anxiety related to academic ability and personal attributes. Participants were 117 teacher candidates who completed approximately 5 years of classroom teaching over the course of the study. They completed the Teaching Anxiety Scale upon commencement of teacher preparation, near the end of student teaching, and near the end of the fifth year of teaching. Data analysis revealed that (1) anxiety decreased from the commencement to the end of teacher preparation, (2) anxiety remained stable from the end of preparation through the fifth year of teaching, and (3) the variance of anxiety levels increased from the beginning of preparation to the fifth year of teaching. Anxiety about teaching related to basic academic skills and ACT scores, locus of control orientation, initial degree of assurance about becoming teachers, and Myers-Briggs extroverted-introverted classifications. Candidates with higher academic skills experienced greater anxiety reduction than their less skilled peers. Anxiety reduction appeared to continue through the first 5 years of teaching for more skilled candidates. Extent of anxiety about teaching did not relate to gender, major, student-teaching performance ratings, presence or absence of teachers in their immediate family, time at which the decision to teach was made, or grade point averages. (Contains 40 references.) (SM)

ED 425 145 SP 038 221

Price, Elsa C.
A Comparison of Learning Styles and Coping Techniques in

October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Diversity (Student); Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; Mentors; Parent School Relationship; Preservice Teacher Education; Public Schools; Students; Summer Schools; Teacher Collaboration; Teacher Improvement; Teamwork
IDENTIFIERS- Study Groups

Project PREPARE (Professional Renewal and Educational Preparation through Action Research Experiences) is a multi-year, collaborative effort between public schools, a regional intermediate school district, and a university. Its purpose is to develop a collaborative site of inquiry and practice where there is an emphasis on professional preparation, professional development, and meeting the needs of diverse learners. The project involves six components: target area teams; grade-level intervention assistance teams for at-risk students; teacher study groups in which teachers conduct action research projects about facets of their teaching; a summer school program for lower-achieving students; home-school partnerships; and a mentor-intern program. Some of the changes that have become obvious after the first year of the project's implementation include (1) a reduction in the number of referrals of students to special education; (2) positive changes in the instruction of many teachers who are engaged in studying their own practice through the teacher study groups; (3) the invigorating effect of having intern teachers in the classrooms; and (4) the development of a culture of collaboration. (Contains 10 references.) (SM)

ED 425 163   SP 038 242

Ramanathan, Hema
Comparison of Field Experiences in India and the U.S.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; Preservice Teacher Education; Student Teacher Supervisors; *Student Teachers; *Student Teaching; *Teacher Role
IDENTIFIERS- *Early Field Experience; *India

This paper describes teacher education programs in India, comparing Indian and U.S. field experiences. Data were collected at public and private teacher education institutions in a major city in India. Researchers interviewed deans from several institutions and analyzed institution handbooks, course syllabi, and relevant official documents. Results indicated that the purpose of early field experiences was to prepare students for teaching. The purpose of student teaching was to give students experience in planning and implementing lessons. Placement for student teaching and early field experiences was the responsibility of faculty members. Early field experiences

(Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Algebra; Biology; Civics; Comparative Analysis; Elementary Education; *Elementary School Students; *High School Students; High Schools; Mathematics Education; *Multiple Choice Tests; Public Schools; Reading Skills; *State Programs; Tables (Data); *Test Results; *Testing Programs; United States History
IDENTIFIERS- North Carolina; North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

This document provides information on student performance at the state, regional, and school system levels on end-of-grade multiple choice tests for grades 3 through 8 in reading and mathematics and the end-of-course multiple choice tests administered in high school subjects in 1996-97 as part of the North Carolina Testing Program. The figures and tables in this document were generated using student test data from the end-of-grade spring 1997 test administration and the end-of-course summer 1996, fall 1996, and spring 1997 tests. In some cases, data are reported across years to permit comparisons. The state and system-level results in this report may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. Comparisons can also be made of developmental scale scores of cohort groups as they move through elementary school. In addition to the summary statistics, this report contains disaggregated test results for subgroups for end-of-grade and end-of-course tests. These data provide an overall perspective on student performance in North Carolina for the state and its 117 public school systems. The end-of-grade tests were administered to more than 546,000 students in grades 3 through 8 in the 1996-97 school year; and more than 402,000 end-of-course tests were administered in various subjects. In grades 3 through 8, student performance in reading and mathematics continued to improve, with students continuing to achieve at a higher rate than anticipated from initial results in 1992-93. Improvement in performance on the end-of-course tests is consistent with improvements seen on the National Assessment of Educational Progress. Although North Carolina schools continue to improve in preparing students, there are still wide discrepancies in performance among groups of students and school systems, as the tables of regional and district performance indicate. Sample questions and directions are included for the end-of-grade tests and for the end-of-course tests in algebra I; biology; economic, legal, and political systems; English I; and U.S. history. (Contains 30 figures and 85 tables.) (SLD)

ED 425 179 TM 029 242

North Carolina Open-Ended Assessment. Grades 5 and 8. The 1997-98 Report of Student Performance.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; Elementary Education; *Elementary School Students; Ethnic Groups; Grade 5; Grade 8; Mathematics; *Performance Based Assessment; Reading Achievement; Scoring; *State Programs; Tables (Data); Test Construction; *Test Results; *Testing Programs; Thinking Skills
IDENTIFIERS- *North Carolina; *Open Ended Questions

The North Carolina Open-Ended Assessment for grades 5 and 8 emphasizes higher-level thinking skills. Test items commonly

(9) "Assessing Performances in Intrapersonal Intelligence"; (10) "Assessing Performances in Interpersonal Intelligence"; (11) "Assessing Performances in Naturalist Intelligence"; (12) "Creating a Multiple Intelligences Portfolio"; and (13) "Communicating Multiple Intelligences Assessment with Parents." (Contains 71 references.) (SLD)

ED 425 196 TM 029 266

Burke, Kay
The Mindful School: How To Assess Authentic Learning. Revised Edition.
PUB DATE- 94
NOTE- 194p.; Foreword by Arthur L. Costa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Interviews; Metacognition; Outcomes of Education; *Performance Based Assessment; Portfolio Assessment; Standardized Tests; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- Alternative Assessment; *Authentic Assessment

Growth toward the goals of the mindful school requires new and more authentic and appropriate forms of assessment. This volume describes a wide range of alternative forms of assessment, presenting them in a meaningful and practical format so that they can be applied in classrooms. Having a range of strategies for assessment allows for the diversity of student learning styles and yields usable information for gauging student learning. Performance tasks, portfolio development, and scoring rubrics are just a few of the assessment tools teachers are implementing to measure student learning. Learning logs, reflective journals, graphic organizers, interviews, and peer editing are some of the other authentic assessments that help students develop problem- solving skills and transfer their learning to life. The following chapters are included: (1) "Thoughtful Outcomes"; (2) "Standardized Tests"; (3) "Teacher-Made Tests"; (4) "Portfolios"; (5) "Performances and Exhibitions"; (6) "Projects"; (7) "Learning Logs and Journals"; (8) "Metacognitive Reflection"; (9) "Observation Checklists"; (10) "Graphic Organizers"; (11) "Interviews and Conferences"; and (12) "The Final Grade." Examples and pages for noting teacher reflections are included, as is a bibliography of 111 items. (SLD)

ED 425 197 TM 029 267

Lichtenberg, James W., Ed.; Goodyear, Rodney K., Ed.
Scientist-Practitioner Perspectives on Test Interpretation.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Counselors; *Educational Assessment; Elementary Secondary Education; Ethnicity; *Psychologists; Psychology; *Scientists; Sex Differences; Test Construction; *Test Interpretation; Test Use; *Theory Practice Relationship

The focus of this book is on the way professionals use and make sense of test assessment data in their counseling. The book is oriented specifically toward those training to be psychologists or counselors, especially those interested in a scientistits inception, IYLI has been staffed by a core group of volunteers, all of whom have been of African descent. Selection to the program is based on interest in leadership, community development, and global affairs. Academic standing is not a basis for selection as a Fellow, although applicants must submit a school transcript so that staff members can offer appropriate academic support. Following IYLI's seventh year of operation, 29 Fellows, representative of the total of 109 participants over the years, completed a survey or participated in focus groups about the experiment. Seventy-five percent were girls, while 69% were Black, 10% Latino, and 21% of mixed heritage. Fellows reported that the program met their expectations, and they saw the overseas study as particularly significant. Fellows were split between perceiving Black and Latino youth as having the same or some same and some different identity needs and concerns, but their perceptions of adolescence and identity reflected their cognitive strengths. They tended to draw a connection between their participation in IYLI and identity, and they valued achieving a positive sense of self based on ethnicity. Overall, IYLI was able to meet the developmental needs of its participants because its aims and practices aligned with the reasons why Fellows joined a youth program. The evaluation of IYLI provides insight into adolescent and identity development and highlights the significance of continuity between home and school institutions for Black and Latino youth. (Contains 16 references.) (SLD)

ED 425 214 UD 032 625

Comas, Jordi, R.; Milner, Murray, Jr.
From Hierarchy to Pluralism in American High Schools: Changing Patterns in Status Distinctions and Racial Segregation.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diversity (Student); *Group Membership; *High School Students; High Schools; *Life Style; Racial Differences; *Social Status; Social Structure; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- *Pluralism; Ranking

Previous research on high school status consistently found a status structure characterized by extensive ranking and group salience. This case study, using observations and interviews, documents the emergence of a new pattern: status pluralism. The study was conducted in a medium-sized urban high school of about 1,000 students, who were nearly equally black and white. Information from this school was supplemented with information about the status structures of 191 other high schools. The two types of status pluralism, racial status pluralism and lifestyle pluralism, have varying levels of ranking and salience. Racial pluralism is the absence of ranking due to varying levels of racially based group identity. Lifestyle pluralism is an absence of ranking and an emphasis on salience resulting in a multiplicity of groups with clearly demarcated boundaries. Racial and lifestyle pluralism emerge in the differential use of space, the creation of social categories based on status identity, and the telescoping of status groups when viewed by actors across racially structured social space. The existence of "deviant" groups within the two types of pluralism cuts across rigid boundaries between the two. This analysis addresses the effects of pluralism on minimizing racial conflict and social competition. Status pluralism tends support for interacting with others or becoming involved. The third phase narrows the focus to those who have not made an effective adjustment or who remain uninvolved. Each of the intervention phases involves the following major intervention tasks: (1) establishing a mechanism for planning, implementing, and evolving program activity; (2) creating welcoming and initial home involvement strategies; (3) providing social supports and facilitating involvement; and (4) maintaining support and involvement. Key elements and activities are suggested for welcoming programs. Guidelines are included, in English and Spanish, for parents to help their children adjust to a new school. A section on welcoming "on a shoestring" provides suggestions for cost cutting and enlisting the support of local businesses. Chapter II contains 20 selected references, with annotations for some, on welcoming and social support. Chapter III lists experts in the "Consultation Cadre," who can provide technical assistance and support. Chapter IV contains an article by Mary Beth DiCecco entitled "Welcoming: Facilitating a New Start at a New School." Chapter V contains two sample digests from the Educational Resources Information Center (ERIC) as examples of the type of information available through ERIC. A final chapter lists resource aids for welcoming, social support, and mapping a school's resources for helping students and families make the transition to a new school. (SLD)

ED 425 231 UD 032 643

Guiding Parents in Helping Children Learn. Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Internet; *Learning Problems; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent School Relationship; Parents as Teachers; Reference Materials; Resource Materials; Technical Assistance

This booklet for parents and other nonprofessionals contains information on helping children learn. Part I is divided into the following brief sections: (1) "The Wonder of It All"; (2) "Ready?"; (3) "Get Set..."; (4) "Go!"; (5) "Dialogues"; (6) "Decisions"; (7) "Dilemmas"; (8) "Learning Experiences"; (9) "Problem-Solving"; and (10) "Feeling Good about Helping." An added note helps parents understand learning problems. Part II contains lists of six Internet and four agency resources and some print resources professionals can draw on to help parents and other nonprofessionals enhance children's learning and performance. Part III lists several guides and other basic resources parents can use to enhance children's learning and performance. These are grouped into resources for helping a child with homework and a consumer guide for self-help. (SLD)

ED 425 232 UD 032 644

Where To Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List. A Resource Aid Packet.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Children; Classification; Counselors; Cultural Background; Elementary Secondary Education; *Equal Education; Ethnic Groups; *Individual Development; Models; Multicultural Education; *Racial Identification; *Social Bias; Teacher Role; Urban Schools
IDENTIFIERS- ERIC Digests; *Identity Formation; Mixed Race Persons; Multiracial Education; *Multiracial Identity

In the past several decades, individuals have been responding more actively to political and personal pressures to identify with a specific group that shares their background. For many people of mixed racial, ethnic, and cultural heritage, making such an identification is complicated. It is important for society to foster the positive development of these individuals, and it is even more important for educators and counselors to know how best to serve the special developmental and educational needs of multiracial students. A key factor in the lives of multiracial children is how they are labeled by themselves, their families, and society in general. A model of the identity development of multiracial children and youth has been proposed by W. Poston (1990). This model suggests that families may foster identity choices for their children that encompass "human," "multiracial," and "monoracial" options. At present, many of the important official tallies of individuals in the United States allow for only one racial or ethnic designation. However, in the year 2000, the U.S. Office of Management and Budget will allow individuals to identify themselves with as many racial designations as appropriate. By 2003, schools will also have to change the ways in which students report race, and this may affect the way in which multiracial students see themselves. Individuals who are socialized as multiracial usually benefit from their heritage, but there are disadvantages to being multiracial. One of the disadvantages is the complicated nature of the identity development process for multiracial youth. Another pressure on multiracial youth is societal racism in general and bias against interracial marriage in particular. Given the existence of the prejudices, it is likely that educators and counselors will also harbor some of these ideas, even unconsciously. It is important that educators and counselors consider their personal views carefully to ensure that they do not further complicate the development of the multiracial student's identity. Learning about and respecting the beliefs, attitudes, and concerns of multiracial students is crucial for educators. (Contains 17 references.) (SLD)

ED 425 249 UD 032 661

Schwartz, Wendy
The Schooling of Multiracial Students. ERIC/CUE Digest, Number 138.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.; For a companion digest, "The Identity Development of Multiracial Youth," that covers issues related to the ways that multiracial children and their families view themselves, see UD 032 660.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

require the integration of knowledge and skills from more than one curricular area. Beginning in 1996-97, the North Carolina Open-Ended Assessment was administered to students in grades 5 and 8 for the second time. Because it is administered in the fall, the assessment measures skills and knowledge for grades 4 and 7. Each open-ended test is built around a reading passage or passages with test items that are loosely linked to the content of the passage. Each test contains six mathematics and six reading items. For scoring purposes, there is a general rubric for reading and another for mathematics. In November 1997, an equating study was conducted to ensure that test forms are comparable from year to year. Fifth graders in 1997-98 scored slightly higher than grade-5 students from the previous year on the total scale score, with most of the increase occurring in mathematics. The mean total scale score for all ethnic groups improved, although White students outperformed Blacks, and Asian American students outperformed Whites. In grade 8, students slightly outperformed those of the previous year, with the gain in reading a little higher than the gain in mathematics. White and Asian American students were more likely to score in the higher achievement levels. Tables present mean scale scores for both grades in both subjects, data on average performances of students by ethnicity, disability, Title I participation, and local education agency. Frequency distributions and percentiles are presented for both grades and both subjects. Appendixes contain sample student reports and a list of the state's charter schools. (Contains 20 tables and 7 figures.) (SLD)

ED 425 180 TM 029 243

Sanford, Eleanor E.
Interpretive Guide for North Carolina End-of-Course Tests.
Algebra I, English I, U.S. History. Local Use Form 1997-1998.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; English; *High School Students; High Schools; *State Programs; *State Standards; *Test Interpretation; Test Use; *Testing Programs; Thinking Skills; United States History
IDENTIFIERS- Local Control; *North Carolina End of Course Testing Program

The North Carolina Testing Program is based on the assessment of higher level skills, the skills required to solve problems and make informed choices and decisions. This guide explains the end-of-course tests that are a component of the Testing Program and provides information to interpret them. The end-of-course tests for high school students are aligned with the state's standard course of study and administered during the last 10 days of the course. Some forms of the Algebra I, English I, and U.S. History tests have been designated as "secure for local use" and are no longer considered secure for statewide use. Designating a form of the test for local use allows school systems to retest students after interventions, deliver staff development, and conduct research studies. For each item on a "secure for local use" form for these three subjects, this document provides the curriculum goal and objective from the state's "Standard Course of Study," the related thinking skill, practitioner orientation to clinical practice. Each of the chapters presents a perspective on test interpretation grounded in psychological theory and research. The following chapters are included: (1) "A Scientist-Practitioner Perspective on Test Interpretation" (Rodney K. Goodyear and James W. Lichtenberg); (2) "Test Psychometrics" (Jo-Ida C. Hansen); (3) "Gender and Ethnicity: Influence on Test Interpretation and Reception" (Nadya A. Fouad and Pat Meyer Chan); (4) "The Usefulness of Tests in Clinical Decisions" (Thomas J. Hummel); (5) "Inference and Attribution Errors in Test Interpretation" (Terence J. Tracey and James Rounds); (6) "Test Interpretation as the Social-Cognitive Construction of Therapeutic Change" (Jack Martin, Lorne Prupas, and Jeff Sugarman); (7) "Test Interpretation: A Social Influence Perspective" (Charles D. Claiborn and William E. Hanson); and (8) "Science and the Practice of Test Interpretation" (Russell D. Allison, James W. Lichtenberg, and Rodney K. Goodyear). Each chapter contains references. (Contains 13 figures and 16 tables.) (SLD)

ED 425 198   TM 029 269

Gredler, Margaret E.
Classroom Assessment and Learning.
PUB DATE- 99
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Constructed Response; *Educational Assessment; Elementary Secondary Education; Ethics; Evaluation Methods; *Learning; Needs Assessment; Norm Referenced Tests; Performance Based Assessment; Portfolio Assessment; *Student Evaluation; Teacher Education; *Test Construction; Test Interpretation; Test Items; Test Reliability; Test Use; Test Validity

This book presents the full array of assessment methods available to the classroom teacher in an interesting and engaging format, broadens the preservice and inservice teacher's understanding of related assessment issues, and places assessment in a meaningful context. The text, which was developed for an introductory course in classroom assessment, consists of three major parts. The first is an overview of assessment, the second describes classroom assessment tools, and the last section discusses related assessment issues. Text chapters are designed to be used in flexible ways, and the material is structured to assist the learner in making connections. Other learning aids include a list of key topics preceding each chapter. The following chapters are included: (1) "Introduction"; (2) "Assessment Methods"; (3) "Validity and Reliability"; (4) "Teaching and Assessment"; (5) "Structured-Response Items"; (6) "Constructed-Response Questions"; (7) "Observational Methods"; (8) "Performance Assessment"; (9) "Portfolio Assessment"; (10) "Measuring Affective Characteristics"; (11) "Assessing Special Needs"; (12) "Developing a Grading System"; (13) "Interpreting Norm-Referenced Tests"; and (14) "Ethical and Legal Issues in Assessment." An appendix discusses descriptive statistics, and a glossary defines commonly used terms. Each chapter contains references. (Contains 58 tables and 13 figures.) (SLD)

ED 425 199   TM 029 270

Leslie, Lauren; Jett-Simpson, Mary

to minimize conflict because a system that is composed of segregated but roughly equal segments means that actors of different races are not, for the most part, in competition for status through association or limited access to valued resources. But the peace is a fragile one. The irony is that greater levels of racial integration may--at least in the short run--increase cross-race competition and conflict and decrease pluralism. (Contains 17 references.) (SLD)

ED 425 215 UD 032 626

Clooney, MaryAnn
Reversing Underachievement through the Strengthening of the Teacher-Student-Parent Liaison.
PUB DATE- 98
NOTE- 101p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Family Involvement; German; *High School Students; High Schools; Intervention; Labeling (of Persons); Low Achievement; *Parent Participation; Parent School Relationship; *Performance Contracts; *Student Attitudes; Student Motivation; Suburban Schools; Tables (Data); Teaching Methods; *Underachievement

This report describes a program for decreasing student underachievement. The targeted population consisted of two German classes at the third- and fourth-year levels in a high school in a suburb of a major metropolitan area. Persistent student underachievement was documented through homework percentages, participation percentages, overall grades, teacher anecdotal accounts, and student surveys completed by 37 German students. Analysis of probable cause suggested that underachievement could be attributed to a mismatch of student learning styles and teaching strategies, the students' negative relationship to learning in the past, and insufficient parental support and involvement in student learning. An examination of the problem setting, combined with a review of solution strategies recommended by knowledgeable others, resulted in the selection of a three-pronged intervention to strengthen the link between the teacher, students, and parents. The three strategies implemented were: (1) an increased variety of teaching methods; (2) student goal-setting contracts; and (3) a home-school liaison. Postintervention data indicate a decrease in motivation to complete homework assignments and participation. The data also indicate, however, student favor toward varied instruction and assessment methods. The individual goal-setting contracts and home-school liaisons provided valuable insights but yielded negative results due, in part, to labeling effects. Ten appendixes contain surveys, consent forms, lesson plans, the achievement contract, and other documents used in the study. (Contains 9 tables and 25 references.) (SLD)

ED 425 216 UD 032 627

Women in Development: Towards Global Networking. Extract from the Proceedings of the International Forum on Intercultual Exchange (Saitama, Japan), October 29-30, 1991).
PUB DATE- 91
NOTE- 283p.; For various conference proceedings sponsored by

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Research; *Elementary Secondary Education; Higher Education; *Literacy; Mental Health; *Reference Materials; Resource Materials; *Statistical Data; Violence; World Wide Web; *Youth Problems

Key resources are listed that provide statistical information on youth, mental health, education, and related fields. Many of the references are to Web sites with current statistical reports. The advantage to this form of reporting is that the most recent information is available quickly. The topics covered give a broad perspective on youth, their problems, and systems designed to assist them. Nearly all of the Web sites listed have links to other sites with a similar focus. Topics are grouped in the following chapters: (1) "A Starting Point: Statistical Resources on the Web--Links to Child-Related Sites"; (2) "Youth--General" (4 resources); (3) "Mental Health" (6 resources); (4) "Health" (6 resources); (5) "General Education-Related Sites" (12 resources); (6) "Condition of Education" (4 resources); (7) "Projection Statistics for Education" (2 sites); (8) "School Violence" (8 resources); (9) "Legal Issues--Youth-Related" (2 sites); (10) "Literacy" (2 resources); and (11) "Higher Education" (6 resources). (SLD)

ED 425 233 UD 032 645

Substance Abuse. A Resource Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Health Education; *Identification; Internet; Models; Program Descriptions; Reference Materials; *Resource Materials; Screening Tests; *Substance Abuse; *Urban Schools; Urban Youth; Youth Problems

This resource provides tools that are relevant to understanding the nature and scope of substance abuse. The tools are also meant to be helpful in identifying and guiding students who need help and in preventing substance abuse. The aids are grouped into five sections. Section I provides basic fact sheets on substance abuse among youth. Section II offers guides and tools related to screening and assessment, including a guide to major assessment tools, a summary outline of indicators of abuse, and an example of a substance abuse screening checklist. Section III offers a set of information fact sheets on major substances that are abused. Information on prevention and treatment is provided in section IV, which contains descriptions of model school-based programs and guides to self-help resources and additional health education materials. Section V outlines resources for more information and support, including Internet sites, centers, agencies, advocacy groups, and relevant publications. (Author/SLD)

ED 425 234 UD 032 646

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; Curriculum Development; *Elementary Secondary Education; *Equal Education; Models; Multicultural Education; Professional Development; Racial Differences; *Racial Identification; Self Concept; Teacher Attitudes; Teacher Role; *Teaching Methods; Urban Youth
IDENTIFIERS- ERIC Digests; Identity Formation; *Mixed Race Persons; *Multiracial Education

The purpose of this digest is to help educators develop a curriculum for multiracial students that fosters their ability to develop a positive identity and achieve academically. To this end, the digest briefly reviews identity formation in multiracial children and then presents schoolwide and classroom strategies that have been shown to be particularly effective with multiracial students and that also promote all children's understanding of racial issues. Multiracial identity development is a complex process that is only now being defined, as researchers have determined that models of minority identity development are not appropriate for multiracial individuals and that models based on deficits in development seriously shortchange multiracial individuals. A model recently developed by W. Poston (1990) provides a typology of stages through which some families progress as they help their children define themselves personally and develop connections to their heritages. It is important for schools to foster universal respect for students. The message that educators convey about how they view multicultural families is important to the developing self-concept of children, but how best to serve these students educationally is an area of professional development still being defined. Educators should consider their own views about multiracial students, and they should elicit information from multiracial families so that they can communicate more effectively and sensitively with their students. Teachers can facilitate age-appropriate discussions about racial issues and can plan curricula and activities to support the identity formation of their multiracial students. School counselors can also use sensitive approaches to help educators by affirming the right of all students to be treated on an individual basis. Educators can foster the best in all students by helping them appreciate the uniqueness of each individual. (Contains 16 references.) (SLD)

ED 425 250 UD 032 662

Weiler, Jeanne
Success for All: A Summary of Evaluations. ERIC/CUE Digest Number 139.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Gains; Disadvantaged Youth; *Educational Change; Educational Research; Elementary Education; *Elementary School Students; Evaluation Methods; Limited English Speaking; Parent Participation; Professional Development; Program Evaluation; *Reading Achievement; Special Education; *Urban Schools; Urban Youth
IDENTIFIERS- ERIC Digests; *Success for All Program

the correct answer, and the p-value (percentage of students who responded correctly during the 1998 administration of the test). (SLD)

ED 425 181 TM 029 244

Sanford, Eleanor E.
Interpretive Guide for North Carolina End-of-Grade Tests. Mathematics, Reading Comprehension. Local Use Form 1997-1998.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Students; *State Programs; *State Standards; *Test Interpretation; Test Use; *Testing Programs; Thinking Skills
IDENTIFIERS- Local Control; *North Carolina End of Grade Testing Program

The North Carolina End-of-Grade Testing Program is based on the assessment of higher-level skills, the thinking and problem-solving strategies that enable people to access, sort, and digest information. The end-of-grade tests, which are aligned with the state's "Standard Course of Study," were designed to be administered at the end of instruction in grades 3 through 8. They are designed to assess reading comprehension and mathematics skills, but other curriculum areas are integrated into the assessments. The content validity of the item pools was defined through several operations, and both difficulty level and thinking skill level were used to classify test items. Each test consists of 10 passages and from 3 to 8 associated questions per passage. Some forms of the end-of-grade tests have been designated as "secure for local use" and are no longer considered secure for statewide use. Designating a form of the test for local use allows school systems to retest students after interventions, deliver staff development, and conduct research studies. For each item on a "secure for local use" test form item information is provided on the curriculum goal and objective from the North Carolina "Standard Course of Study," the thinking skill associated with the item, the correct answer, and the p-value (percentage of students who responded correctly to the item during the 1998 administration of the test). Mathematics items and reading comprehension items are given for grades 3 through 8. (Contains two tables and three figures.) (SLD)

ED 425 182 TM 029 245

The North Carolina Preliminary State Testing Results 1997-98. Multiple-Choice End-of-Grade and End-of-Course Tests.
PUB DATE- 98
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Biology; Civics; Educational Assessment; Elementary Education; Elementary School Students; Ethnic Groups; High School Students; High Schools; *Multiple Choice Tests; State Norms; *State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs; United States History

Authentic Literacy Assessment: An Ecological Approach.
PUB DATE- 97
NOTE- 296p.; Revised edition of "Ecological Assessment under Construction."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; *Literacy; *Performance Based Assessment; Portfolio Assessment; Reading; *Student Evaluation; Teacher Education; *Test Construction; Writing (Composition)
IDENTIFIERS- *Authentic Assessment; *Ecological Perspective

The goal of this revised edition is to describe and illustrate the process of implementing ecological assessment in classrooms. The focus is on the process of change. Teachers who assess ecologically create classroom environments that are small ecosystems representative of the larger literacy system outside the classroom. New developments in assessment have occurred in response to new educational research that describes the learner as an active constructor of knowledge. Bringing assessment in line with this view of learning is the purpose of this text. The following chapters are included: (1) "Changes in Views of Learning and Assessment"; (2) "Why Do We Assess?"; (3) "Why Should We Assess Ecologically?"; (4) "Reading Development"; (5) "Writing Development"; (6) "Constructing a Developmental Writing Continuum"; (7) "Creating the Context and Goals for Assessing Reading and Writing"; (8) "The Portfolio System--The Big Picture"; (9) "Professional Observation--A Central Component of an Ecological Portfolio System"; (10) "Organizing a Teacher Observation Notebook"; (11) "Introduction...Integrating Assessment and Instruction"; (12) "Observing Reading: The Running Record and Comprehension"; (13) "Observing for Reading Strategies, Independence, Metacognitive Awareness, Level of Reading Acquisition, Attitudes and Interests, and Purposive Reading"; (14) "The Working Portfolio for Reading"; (15) "Observing Writing"; (16) "The Working Portfolio for Writing"; (17) "Getting Started and Wrapping Up: 'Roaming around the Known' and Developing Showcase Portfolios"; (18) "Communicating Student Literacy Development to Parents"; (19) "There Must Be Something Wrong, We're Having Too Much Fun"; (20) "Literacy Portfolios in the Intermediate Grades: 'Under Construction'"; (21) "Elementary School Writing Assessment: A Developmental Perspective"; (22) "Issues of Reliability and Validity"; and (23) "Communicating Information beyond the Classroom." An appendix contains forms that might be used in assessment, and there is an annotated list of 81 additional resources for assessment. (Contains 83 figures and 143 references.) (SLD)

ED 425 200 TM 029 271

McCormick, Christine B.; Pressley, Michael
Educational Psychology: Learning, Instruction, Assessment.
PUB DATE- 97
NOTE- 522p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; Educational Assessment;

NWEC, see UD 032 627-633.
LANGUAGE- Japanese; English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Cultural Awareness; Developing Nations; Economic Development; *Females; Foreign Countries; *Information Dissemination; Japanese; *Networks; Quality of Life; *Sex Role; *Social Change; Unions; Womens Studies
IDENTIFIERS- Global Awareness; Japan; *Women in Development

The Japanese National Women's Education Centre (NWEC) held its International Forum on Intercultural Exchange to undertake a broad exchange of information on socioeconomic development, focusing on the present condition of women and their roles, and to conduct detailed discussions of international cooperation with regard to women's solidarity on a global level. The English version of the abstracts of papers from this forum was prepared from transcriptions of the taped recordings of the speeches and their simultaneously rendered translations. The opening address by Yoriko Meguro, chairperson of the forum, comments on the concept of "Women in Development" and presents some background for the discussion of women's issues. Kate Young reviews the historic approach to women's roles in social change and the effects of social change on women in "Theoretical Approaches to Understanding the Relative Positions of Women and Men in Societies Undergoing Rapid Social Change." Alexandra Stephens, in "Rural Women: Partners in Development," discusses development as it relates to the rural woman, who suffers serious consequences from cuts in government services. "Japan's Approach to 'Women in Development' from the Viewpoint of Cultural Anthropology," by Kyoko Kikuchi, offers a perspective on development that takes into account Japanese cultural traditions. Ela Ramesh Bhatt, in "SEWA Experience," describes the operations of the Self Employed Women's Association (SEWA), a labor union formed for self-employed women in India. In "Women in the Bureaucracy: The Philippine Case," Patricia A. Sto. Tomas describes the roles of Philippine women in government positions working for development and women's issues. Mieko Magami, in "The Path to Independence," comments on work to improve the lives of female members of an agricultural cooperative in Bangladesh. Appended to the conference papers is a brochure given conference participants to provide the conference agenda, background information on the speakers, and some comments from the speakers on women's development and other issues related to women's well-being. (SLD)

ED 425 217 UD 032 628

Women in Development: Towards the Development Making Women Visible. Proceedings of the International Forum on Intercultural Exchange (Saitama, Japan, September 30-October 2, 1992).
PUB DATE- 92
NOTE- 145p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- Japanese; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Developing Nations; Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; Japanese; *Sex Role; *Womens Studies
IDENTIFIERS- Japan; *Women in Development

Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Mental Health; *Partnerships in Education; Professional Development; *Resource Materials; *School Community Relationship; Teamwork

This packet is designed to help in the development of collaborative efforts for educational improvement. "Working Together with Others To Enhance Programs and Resources" (from the Center for Mental Health in Schools) is the first selection. This discussion emphasizes that effectiveness is the real point of collaboration, and it explores the importance of teamwork in resource and program management. "Overcoming Barriers to Working Together," the Center's second essay in the collection, discusses cultural and personal differences as barriers to collaboration and suggests ways to establish good working relationships. "School-Community Collaboration," excerpted from a 1997 article by Kathleen Cotton, explores ways to promote a real sense of community. "A School-Based Health Center: Working Together with School and Community" (from "Guidebook for a Mental Health Focus in School-Based Health Centers," Los Angeles, CA: School Mental Health Project, University of California at Los Angeles (UCLA)) discusses the integration, outreach, and networking involved in this type of collaboration. "A Quick Overview of Some Basic Resources" contains: (1) selected references; (2) examples of model school-based collaborations, model school-community-higher education connections, and interprofessional education programs; (3) a list of agencies, organizations, advocacy groups, and Internet resources; and (4) a list of names from the Center's consultant cadre. A sample digest from the Educational Resources Information Center (ERIC), "Building Relationships between Schools and Social Services," shows the types of information available from ERIC. Two articles from the School Mental Health Project at UCLA are also included: "Upgrading School Support Programs through Collaboration: Resource Coordinating Teams" by Linda Rosenblum, Mary Beth DiCecco, Linda Taylor, and Howard S. Adelman, and "School-Linked Services and Beyond". (SLD)

ED 425 235 UD 032 647

Teen Pregnancy Prevention and Support. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Success for All (SFA), a schoolwide research-based reform model developed by Robert Slavin and his associates at Johns Hopkins University, is based on the premise that all students can and must succeed in the early grades. The program targets students in the lower grades, providing them with intensive instruction in language arts. This effort is accompanied by extensive professional development to help teachers succeed with every student and a family support program. Results from research conducted by the program's developers and external evaluators show the SFA program to be effective in enhancing the reading achievement of economically disadvantaged and nonnative English speaking students. This digest summarizes the findings from a number of SFA program evaluations and research projects. First implemented in the 1987-88 school year in five inner-city schools in Baltimore, SFA has expanded to more than 475 schools in 31 states. Its components include a systematic reading program, one-on-one tutoring by certified teachers, frequent assessments, professional development, and a family support team. The basic research design used to determine the effectiveness of SFA has been to match the SFA school with a control school that is similar in terms of poverty level, historical achievement level, ethnicity of students, and other factors. Several key findings have indicated differential effects. The evaluations show that early exposure to the program in prekindergarten and kindergarten can significantly and positively affect the reading achievement of disadvantaged and at-risk students and that, at any level, the greatest impact of SFA is on students in the lowest 25% of their class. It is less clear that SFA positively affects students at average or above average reading levels. Longitudinal studies have also indicated that SFA students do not retain their gains over non-SFA students in the middle grades. Effects also vary for students of limited English proficiency. Those enrolled in adapted SFA and the Spanish bilingual SFA programs appear to benefit, but the relative benefit for Spanish-speaking students for which English is a second language is less obvious. There is no question, however, that early intervention does significantly improve reading achievement and reduce special education referrals and placements. Research also indicates that high-implementation SFA schools have better results than schools that adopt only some SFA program components. As more and more schools adopt SFA, the questions now seem to be how best to implement the program for the greatest benefits for all children and how to sustain those benefits over the long term. (Contains 12 references.) (SLD)

ED 425 251 UD 032 663

Realidades Latinas: Una Communidad Vibrante Emerge en el Sur de Minneapolis = Latino Realities: A Vibrant Community Emerges in South Minneapolis.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Educational Attainment; Elementary Secondary Education; *English (Second Language); Family Characteristics; Focus Groups; *Hispanic Americans; *Immigrants; *Latin American Culture; Spanish Speaking; Urban Schools; Urban Youth
IDENTIFIERS- *Latinos; *Minnesota (Minneapolis)

Traditional and Nontraditional Community College Students.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (78th, Dallas, TX, February 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Anxiety; *Cognitive Style; *Community Colleges; *Coping; *Nontraditional Students; Stress Management; *Two Year College Students; Two Year Colleges

This study investigated differences in learning styles, anxiety levels, and coping techniques in traditional (under age 25 years) versus nontraditional (age 25 years or older) community college students. In the fall of 1997, traditional and nontraditional students completed tests on their learning styles, general anxiety levels, and coping techniques. The instruments used were the Group Assessment of Logical Thinking (GALT), the General Anxiety Scale (GAS), and the Coping Techniques Questionnaire. Students were categorized as having formal, transitional, or concrete learning styles. Results showed a high number of concrete learners among both traditional and nontraditional students. There was a significant correlation between formal learners' high anxiety levels and their use of negative coping techniques as measured by the Coping Techniques Questionnaire. Transitional learners displayed a positive correlation between anxiety levels and negative coping skills. Traditional students designated as concrete learners had a significant correlation between concrete learning style and use of negative coping skills. Nontraditional students designated as formal learners had significant correlations in all areas. Nontraditional students who were transitional learners showed no significant differences. The three appendixes include the General Anxiety Scale, the Coping Techniques Questionnaire, and four tables. (Contains 9 references.) (SM)

ED 425 146 SP 038 224

Ganser, Tom; Bainer, Deborah L.; Bendixen-Noe, Mary; Brock, Barbara L.; Stinson, Anne D'Antonio; Giebelhaus, Carmen; Runyon, Charles Kent
Critical Issues in Mentoring and Mentoring Program for Beginning Teachers.
PUB DATE- 98
NOTE- 37p.; A symposium presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Feedback; Higher Education; *Mentors; Preservice Teacher Education; Principals; Program Evaluation; State Programs; State Standards; Teacher Associations; Teacher Behavior; Teacher Certification; Teacher Collaboration; Teacher Competencies; Teacher Role; Teachers
IDENTIFIERS- New Jersey; Ohio

This collection of papers identifies critical issues in mentoring and mentoring programs. Paper 1, "Support Behaviors Among Teachers in Authentic Settings" (Deborah L. Bainer), discusses included both on-campus laboratory and off-campus experiences. The focus of early field experiences was laboratory experiences. Early field experience assessment was formative, and student teaching assessment was formative and summative. College faculty took primary responsibility in supervising early field experiences, and their role in student teaching was intensive. Cooperating teachers acted only as models during early field experiences. During student teaching they acted as host, observer, and supervisor. There are more differences than similarities in U.S. and Indian field experiences. Differences are apparent in the goals of field experiences, assessment models, and the roles of schools and cooperating teachers. Similarities are in placement practices and the relationship between the cooperating teachers and university supervisors. A significant factor contributing to the differences is the definition of field experiences in each country. (Contains 14 references.) (SM)

ED 425 164 SP 038 243

Newman, Carole; Moss, Barbara; Lenarz, Michelle; Newman, Isadore
The Impact of a PDS Internship/Student Teaching Program on the Self-Efficacy, Stages of Concern and Role Perceptions of Preservice Teaching: The Evaluation of a Goals 2000 Project.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Higher Education; Preservice Teacher Education; *Professional Development Schools; *Self Efficacy; Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Role
IDENTIFIERS- Stages of Concern

This study examined preservice teachers' views at the beginning and end of a Professional Development School (PDS) collaboration project in terms of their stages of concern about teaching, teacher efficacy, understanding and implementation of integrated curriculum, and implementation of technology in instruction. The study also compared traditionally prepared and PDS-prepared student teachers' levels of preparedness for the entry year. The project involved immersing 15 preservice teachers in two different PDS environments during the semester before student teaching. Students took classes designed to develop reflective practitioners who were aware of theory-practice links. The onsite field experience provided a context for reflecting upon and making sense of the site-based experiences. Data came from pretest/posttest surveys that included a self-efficacy questionnaire, a student teaching questionnaire, and a stages of concern scale. Researchers also collected journal responses and lesson plans. Data analysis indicated that students who had guided internship experiences with trained mentors, focused on-site classes, and an emphasis on reflection felt and were better equipped to enter the teaching profession. They were more efficacious and had developed a level of comfort that allowed them to focus on concerns beyond their own personal survival. (Contains 17 references.) (SM)

ED 425 165 SP 038 245

the following issues: (1) mentoring is just one of the types of support behaviors needed and practiced by teachers in elementary schools; (2) support networks differ between male and female teachers; and (3) informal mentoring occurs in schools whether or not formalized programs exist. Paper 2, "Mentoring and the Impact of Local Teacher Organizations" (Mary Bendixen-Noe), discusses mentoring in Ohio, describing critical issues from the perspective of local teacher organizations (funding, mentor selection, and administrative support). Paper 3, "Standardizing the Mentorship Program" (Barbara L. Brock), examines issues involved in mentor programs, including beginning teacher diversity, qualities and skills of effective mentors, practical considerations in arranging mentor-protege teams, and the principal's role in mentoring and mentoring programs. Paper 4, "Mentor Accountability: Varying Responses to One Mentor Program" (Anne D'Antonio Stinson), shares insights into mentoring in New Jersey as a newly instituted licensing requirement. The emergence of mentoring in a study of decision making among beginning teachers underscores the impact of formal mentoring on today's beginning teachers. Paper 5, "Leading the Way...State Initiatives and Mentoring" (Carmen Giebelhaus), discusses mentoring programs in Ohio, highlighting funding, mentor selection, and training issues, and placing Ohio's approach to mentoring within a national context. Paper 6, "Two Critical Issues: Aim and Assess" (Kent Runyon), uses program aims and evaluation to discuss mentoring programs, viewing formal mentoring as a multiple-year strategy. "Introduction" and "Final Thoughts" (Tom Ganser) introduce and wrap up the presentation. (Contains 38 references.) (SM)

ED 425 147 SP 038 225

Niemi, Hannele, Ed.; Tirri, Kirsi, Ed.
Effectiveness of Teacher Education. New Challenges and Approaches to Evaluation. Reports from the Department of Teacher Education in Tampere University.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; Cultural Awareness; Curriculum; *Educational Quality; Elementary Secondary Education; Ethics; Faculty Development; Foreign Countries; Higher Education; Information Technology; *Moral Values; Multicultural Education; *Preservice Teacher Education; *Program Evaluation; Self Evaluation (Individuals); Sex Differences; Teacher Competencies; *Teacher Effectiveness; Teacher Improvement; Teachers
IDENTIFIERS- Finland

This publication provides a theoretical framework for a Finnish research project, "Effectiveness of Teacher Education." The collection of papers includes two parts. Part 1, "Approaches to Evaluation," offers: "Effectiveness of Teacher Education--A Theoretical Framework of Communicative Evaluation and the Design of a Finnish Research Project" (Hannele Niemi); "The Starting Points and Main Principles of Evaluation in a Project Focusing on the Effectiveness of Teacher Education" (Leena Syrjala); and "The Concept of Effectiveness in the Evaluation of Educational Outcomes" (Ritva Jakku-Sihvonen). Part 2, "New Challenges to Evaluation in Teacher Education," includes: "Learning Contents and Processes in Context: Towards Coherence in Educational Outcomes Through Teacher Development" (Viljo Kohonen), "Teachers' Professional Morality: How Teacher

Page, Shannon; Cochran, Donna; Cochran, Ray; Cummins, Bob; Eisenbarth, Barbara; Jensen, Terry; Pardew-Peck, Ann; Thompson, Kay; Waters, Toni; Yamamoto, Lianne

Physical Education Grades K-6. Skills-Based Scope and Sequence Guide. Target Skills & Sample Assessment Methods.

PUB DATE- 97

NOTE- 177p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Education; Elementary School Students; Motor Development; *Physical Education; *Psychomotor Skills; *Skill Development; Student Evaluation

IDENTIFIERS- Idaho

This guide is organized around a suggested list of physical education skills that all students should know and be able to do at each grade level from kindergarten through grade 6. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. It is designed to help build a basis for curriculum development, instructional strategy, and assessment practices and provide consistency across the state of Idaho in what is being taught and learned. The skills are identified by grade level starting at kindergarten and progressing through grade 6. The skills were selected based on the knowledge of many classroom teachers, skills identified in textbook scope and sequence charts, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents. There are three processes that a teacher takes the student through for each skill. Once the student achieves the skill, there are three thinking levels for determining how to use it (factual, applied/analysis, and synthesis). The teacher can develop an assessment to measure the skill. (SM)

ED 425 166 SP 038 246

Williamson, Anne; Beegle, Jenny; Gilbert, Lisa; Safaii, SeAnne; Eck, Paul; Remaley, Renea; Hasselquist, Claudia; Hatch, Kathy C.; Thompson, Kay

Health Grades K-6. Skills-Based Scope and Sequence Guide. Target Skills and Sample Assessment Methods.

PUB DATE- 97

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Education; Elementary School Students; Health Promotion; Mental Health; Physical Health; *Skill Development; Student Evaluation

IDENTIFIERS- Idaho

This guide is organized around a suggested list of health skills that all students should know and be able to do at each grade level from kindergarten through grade 6. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. It is designed to help build a basis for curriculum

Education Prepares Teachers to Identify and Solve Moral Dilemmas at School" (Kirsi Tirri); "Teachers' Readiness for Modern Information Technology" (Martti Piipari); "International Teacher Education as an Attempt to Provide Competencies for a Multicultural World" (Rauni Rasanen); "Intercultural Education as an Integral Part of The School Curriculum and Teacher Education" (Pauli Kaikkonen); "Teacher Education and Gender" (Vappu Sunnari); "Analyzing and Evaluating Student Teachers' Developmental Process from the Point of Self-Study" (Sinikka Ojanen); and "Student Teachers' Personal Development During Teacher Education in the Light of Self-Assessment" (Tuula Laine). (SM)

ED 425 148 SP 038 226

Akbaba, Sadegul; Altun, Arif
Teachers' Reflections on Classroom Management.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary School Teachers; Grade 6; Humanistic Education; Intermediate Grades; Student Behavior; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship

This study examined 14 sixth grade teachers' opinions about classroom management, gathering information from an online discussion group conducted during the summer of 1997. Researchers selected and analyzed the teachers' opinions using content analysis according to the tenets of three classroom management theories: (1) the non-interventionist (based on a philosophical and psychological belief system commonly called humanistic or student-centered); (2) the interactionalist (based on both behavior and feelings); and (3) the interventionist (based on the basic tenets of behavioral psychology). The data analysis used seven basic questions developed by Levin and Nolan (1991) (e.g., who has primary responsibility for controlling student behavior?; who should develop rules and standards for appropriate classroom behavior?; how quickly should the teacher intervene when management problems occur?; and what teacher power bases should be used most frequently to control student behavior?). According to the results, teachers' reflections on classroom management represented various approaches. Nine teachers used the interventionist approach, three teachers used the interactionalist approach, and one teacher used both. None used the non-interventionist approach. Novice and male teachers perceived their classroom management style as interventionist. (Contains 17 references.) (SM) development, instructional strategy, and assessment practices and provide consistency across the state of Idaho in what is being taught and learned. The skills are identified by grade level starting at kindergarten and progressing through grade 6. The skills were selected based on the knowledge of many classroom teachers, skills identified in textbook scope and sequence charts, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents. There are three processes that a teacher takes the student through for each skill. Once the student achieves the skill, there are three thinking levels for determining how to use it (factual, applied/analysis, and synthesis). The teacher can develop an assessment to measure the skill. (SM)

ED 425 167 SP 038 248

Training Guidelines for Healthy School Meals for Food Service Professionals.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; *Child Health; Elementary Secondary Education; *Food Service; Foods Instruction; Health Promotion; *Lunch Programs; *Nutrition Instruction
IDENTIFIERS- *Menu Planning; *School Lunch Program

These guidelines offer recommended topic areas and content for training local-level food service personnel. The recommended topic areas for training school food service directors/supervisors and food service managers are nutrition requirements, menu planning for school meals, procurement, financial management, marketing, food production, program management, and equipment. Basic skills that are considered a prerequisite to the training topic areas and content for food service managers include food safety, computer skills, life skills, and dealing with children with special needs. The recommended topic areas for training school food service production staff are nutrition requirements, food production, and food service systems. Basic skills that are considered a prerequisite to the training topic area and content for food service production staff include computer and math skills and sanitation and safety. Resources for training include the Nutrition Education and Training Program and Cooperative Extension and the Healthy School Meals Resource System. The guidelines list materials and training developed to address some of the content of each of the topic areas for the three levels of personnel. The listing includes materials developed by the Department of Agriculture, the American School Food Service Association, the School Food Service Foundation, and the National Food Service Management Institute. (SM)

IDENTIFIERS- North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

This report provides information on student performance at the state, regional, and school system levels on end-of-grade (grades 3-8 reading and mathematics) multiple-choice tests and end-of-course (high school subjects) multiple-choice tests administered in 1997-98 for 117 public school systems and 35 charter schools. Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the state's "Standard Course of Study." At the end of the 1997-98 school year, these state-normed tests were administered to more than 553,000 students in grades 3 through 8, and more than 394,000 high school students took multiple-choice end-of-course tests in Algebra I; English I; Biology; Economic, Legal and Political Systems; and U.S. History. Student performance in reading and mathematics at the elementary level has continued to improve when compared to benchmarks established the first year the end-of-grade tests were given. A higher percentage of females than males scored at or above Achievement Level III. Disparities were noted in the performance of subgroups, with fewer Black, American Indian, and Hispanic American students performing at Achievement Level III or higher than White students. For the end-of-course tests, the percentage of students at each achievement level in each subject has remained consistent across the years. Performance among subgroups at the high school level varied but tended to be consistent across subgroups. For the end-of-grade tests, this report contains state summaries, goal summaries, frequency distribution information, and data on student performance by region and local education agency. For the end-of-course tests, the report contains the same information for each subject. An appendix lists the state's charter schools. (Contains 6 figures and 80 tables.) (SLD)

ED 425 183 TM 029 246

Report of Student Performance on the North Carolina Competency Standard 1997-98.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Competence; Ethnicity; High School Graduates; High Schools; Junior High Schools; Mathematics Achievement; Reading Achievement; School Districts; *State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- Middle School Students; *North Carolina Competency Tests

This report provides information on student performance at the state, regional, and school system levels for students in the classes of 1998-2002 for 117 public school systems and 35 charter schools. The class of 1998 was the first North Carolina class required by the State Board of Education to meet a higher competency standard in the areas of reading and mathematics in order to receive a high school diploma. The students who graduated at the end of the 1997-98 school year had demonstrated grade-level proficiency (Achievement Levels III or IV) on the eighth-grade reading and mathematics tests, the competency tests, or other acceptable screening tests. The percentage of students passing the Competency Standard

*Educational Psychology; Educational Theories; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Learning; *Student Evaluation; Tables (Data); Teaching Methods; Undergraduate Students
IDENTIFIERS- *Alternative Assessment

This textbook for undergraduates reflects advances in the understanding of effective teaching and learning and is organized around the theme of promoting good information processing. The first part of the book describes the foundations of good thinking, and the second part introduces different theoretical perspectives on the construction of knowledge. The third part of the book examines classroom context, and the last part identifies student characteristics. Each chapter begins with an outline of its content and concludes with a chapter summary to reinforce the material presented. The following chapters are included: (1) "An Introduction to Good Thinking and Good Teaching"; (2) "Motivation"; (3) "Representation of Knowledge"; (4) "Strategies and Metacognitive Regulation of Strategies"; (5) "The Role of Knowledge in Thinking"; (6) "Biological Factors Affecting Learning and Development"; (7) "Psychological Theories of Learning and Development"; (8) "Social Interactional Theories of Learning and Development"; (9) "Social Influences in the Classroom"; (10) "Schooling Practices"; (11) "Reading and Writing Instruction"; (12) "Mathematics and Science Instruction"; (13) "Traditional Perspectives on Intelligence and Academic Competence"; (14) "Alternative Assessments of Academic Competence"; (15) "Teacher-Designed Assessments: Traditional and Alternative"; and (16) "Diversity of Learners." (Contains 21 tables, 17 figures, numerous references, and a glossary.) (SLD)

ED 425 201 TM 029 272

George, Darren; Mallery, Paul
SPSS for Windows Step by Step: A Simple Guide and Reference.
PUB DATE- 99
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; *Data Analysis; *Educational Research; Research Methodology; *Social Science Research; *Statistics
IDENTIFIERS- *Statistical Package for the Social Sciences

This book is designed to give step-by-step instructions necessary to do most major types of data analysis using the Statistical Package for the Social Sciences (SPSS). SPSS is a powerful tool that is capable of conducting nearly any type of data analysis used in the social sciences. This book should enable the reader to do 95% of what the program package can do. Following an introduction to SPSS, Chapter 2 deals with basic operations. Chapter 3 concentrates on creating, editing, and formatting a data file. Chapters 4 and 5 deal with the modification and transformation of data and the creation of graphs and charts. Chapters 6 through 27 address analyzing the data and interpreting the output. The chapters are related to the SPSS modules. Chapters 6 through 17 deal with the processes in the Base System module. Chapters 18 through 22 deal with the Advanced Statistics module, and Chapters 23 through 26 address the "Professional Statistics" module. Chapter 27, on the

This document was prepared in Japanese with an English translation for the 1992 International Forum on Intercultural Exchange sponsored by the National Women's Education Centre of Japan. Discussions for 1992 were to center on the theme of development to make women visible. The conference agenda is followed by profiles of the presenters with some comments each provided to introduce their topics or remark on the overall conference theme. Resumes of the presentations submitted in advance of the conference include: (1) "Making Women Count" (Margaret Shields); (2) "Making Women Visible in Development: The Role of DAWN" (Development Alternatives with Women for a New Era)(Peggy Antrobus); (3) "Japanese Women in Rural Areas and Activities for Home Living Improvement" (Hiroko Tabe); (4) "Adolescent Health and Women in Central and South America" (Kiyoko Ikegami); (5) "UNESCAP and Women in Development" (United Nations Economic and Social Commission for Asia and the Pacific) (Hiroko Hashimoto); (6) "Empowering Women: The Questions of Gender and Class in Women's Effective Access to Land/Property" (Govind Kelkar); (7) "Human-Oriented Development: Theoretical and Practical Issues" (Thanh-Dam Truong); (8) "Tackling ODA from Women's Viewpoint" (Yumiko Tanaka); and (9) "Women in Development (Resume)" (Terumasa Akio). Also planned was a symposium titled "Let Us Join Our Hands towards Human-Oriented Global Community." (SLD)

ED 425 218 UD 032 629

Women in Development: We as Agents of Social Change. Proceedings of the International Forum on Intercultural Exchange (3rd, Saitama Japan , December 17-19, 1993).
PUB DATE- 94
NOTE- 153p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Civil Liberties; Conferences; *Developing Nations; *Economic Factors; Environment; *Females; Foreign Countries; Japanese; *Literacy Education; *Sex Role; *Social Change; Violence
IDENTIFIERS- Japan; *Women in Development

The third International Forum on Intercultural Exchange focused on four important issues for developing nations: literacy education, environmental protection, economic activities, and violence against women. In all of these areas, women are striving for social change as agents and beneficiaries of development. Following the conference agenda, the following papers are presented in this English version of the proceedings: (1) "Women in Development: What Are Agents of Social Change?" (Hiroko Hara) (keynote address); (2) "Literacy and Status of Women" (Akihiro Chiba); (3) "Tackling with Literacy Education" (Akihiro Chiba); (4) "Literacy Education in Nigeria" (Teresa Ebuzaju Chukuma); (5) "Women's Participation in Social Forestry: A Case Study in Nepal" (Yumiko Tanaka); (6) "Women's Role in Natural Resource Management in Africa" (Eva Rathgeber); (7) "Mainstreaming Women's Economic Activities in Development Policy Making and Programming" (Lorraine Corner); (8) "Economic Activities of Women in Rural Communities: Some Cases and Problem" (Hideki Yoshino); (9) "Development--Human Rights: Violence against Women" (E. S. Nimalka Fernando); and (10) "Violence against Women--Endeavors Made by Women in Japan" (Yoko Hayashi). Summaries are provided of group discussions and of comments made in the plenary session on the presented papers. For reference purposes, outlines of the previous

(055)
DESCRIPTORS- *Adolescents; *Early Parenthood; Health Education; Internet; Multicultural Education; *Pregnancy; *Prevention; Resource Materials; Sexuality; *Social Support Groups; Urban Youth

This introductory packet is designed to help those with an interest in preventing teen pregnancy. It opens with "A Brief Introduction to Teen Pregnancy Prevention and Support," an essay by the Center for Mental Health in Schools of the University of California, Los Angeles, that outlines the dimensions of the problem. "A Quick Overview of Some Basic Resources" follows, with lists of 29 selected references, 12 agencies and organizations (including Internet sites), and names from the Center's cadre of experts. A section titled "A Few Resource Aids" contains some fact sheets on "High Risk Factors and Adolescent Sexual Health," "Pregnancy, Poverty, School and Employment," and "How Many Adolescents Are Getting Pregnant?" Ten model programs are described, and contact persons are listed for further information. The resource packet also contains excerpts from some relevant articles, including: (1) a chapter from "Adolescent Pregnancy and Parenting in California: A Strategic Plan for Action" by Claire D. Brindis and Rita J. Jeremy for the Center for Population and Reproductive Health Policy; (2) a report from the National Adolescent Health Information Center, "Overview of Trends in Adolescent Pregnancy"; (3) excerpts from "Reframing the Issue: New Approaches to Teen Pregnancy" from Adolescent Pregnancy ChildWatch; (4) an article from the Minnesota Organization on Adolescent Pregnancy, Prevention, and Parenting (MOAPPP) "Monitor,", "Sexuality in the Multicultural Classroom" by Miriam Hecksel; and (5) an article from the MOAPP "Monitor" by Tisha Bolger, "Support Services for Pregnant Teens." (SLD)

ED 425 236 UD 032 648

Volunteers To Help Teachers and Schools Address Barriers to Learning. A Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Learning; Program Evaluation; Program Implementation; Resource Materials; *School Aides; Technical Assistance; Training; *Volunteers

This technical aid packet consists of four sections. The introduction, "Why Use Volunteers," concedes that volunteers are not the answer to the fact that schools have too few resources to do the big jobs they face, but it argues that volunteers can play an important role in helping schools do much more to address barriers to learning. The second section, "Implementing Volunteer Programs in Schools," presents the following: (1) "Overview"; (2) "How To Start a Program"; (3) "Coordinators' Functions"; (4) "How To Recruit, Screen, and Train Volunteers"; (5) "Using Volunteers Effectively (in many roles)"; and (6) "Evaluating the Program: Feedback and Appreciation." A section on "Resource Aids" includes sample surveys and volunteer sheets for resource mapping, recruitment

Findings from a study of the status of Hispanic Americans in South Minneapolis (Minnesota) are presented. Data are from interviews with 34 individuals identified as knowledgeable about the conditions of Latinos in Minneapolis, 4 focus group meetings with an additional 46 community residents, and information from published sources about the size and nature of the Latino community in South Minneapolis. Informants generally indicated that they came to Minneapolis for reasons connected with family and employment, and most were satisfied with their decision. Several focus group members mentioned that they were attracted to the schools in Minnesota, both for themselves and for their children. Focus group participants also indicated that they found significant support from the Latino organizations operating in South Minneapolis. When professionals and business people were asked to describe the strengths they encountered in South Minneapolis, they spoke of a community of survivors who possess deep commitments to work and family. The findings suggest that the needs of the Latino community are the same as those of any other group. Education was the most frequently mentioned area of need, followed by employment, immigration assistance, community services, health care, and housing. Given the centrality of language to the Latino culture and the lack of accommodation to languages other than English in Minneapolis, it is not surprising that education, especially in English as a second language, was the greatest expressed need. The comments of the individuals interviewed for this study and participants in the focus groups show that the Latino population of Minneapolis is a young and vibrant community of newcomers who make an immense contribution to the city's life. Two appendixes contain the research instruments and information on alternative enumeration studies and the Population Data Survey of 1997 of the U.S. Census. (SLD)

ED 425 252 UD 032 666

Thao, Paoze
Crisis in Mong Education: Urgent Needs for Professional Development.
SPONS. AGENCY- Wisconsin Departmental Research Center for Vocational Education, Madison.
PUB DATE- 94
NOTE- 13p.; Based on a keynote address at the Statewide Equity and Multicultural Education Conference (Stevens Point, WI, November 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Teachers; Disadvantaged Youth; *Educational Attainment; Elementary Secondary Education; Hmong; *Hmong People; *Immigrants; Limited English Speaking; Low Income Groups; Poverty; *Professional Development; Refugees; Teacher Education; Vietnam War
IDENTIFIERS- *Wisconsin

Information on the Hmong (Mong) people living in Wisconsin, their educational background, the reasons they came to the United States, and the problems they are facing is provided. The Hmong are a closely knit ethnic group from Laos who migrated there from China in the 18th century. The Hmong began arriving in the United States in the late 1970s as a result of the Vietnam War. Since 1975, an estimated 80,000 Hmong have been admitted to the United States, and since then, the Hmong population has increased to about 130,000 nationwide. The education of Hmong increases with each grade. Sixty-eight percent of 8th graders passed the Standard in the 1997-98 school year, while 85% of 10th graders and 95% of 12th graders did so. There are fewer disparities in percentage passing by ethnicity at grade 12, with all groups except that designated multiracial passing around 90% or better. At the end of grade 8, however, Black, Hispanic American, and American Indian categories pass at a lower rate than White, Asian, or Multiracial. This pattern holds for the classes of 2001 and 2002, with many minority students not passing competency by the end of grade 9. School systems throughout the state are implementing changes to increase the number of students who pass the Competency Standard early in their high school career. Local education agencies (LEAs) and charter schools are implementing remediation classes; informing teachers, counselors, and parents; and practicing test-taking skills. LEAs report the use of practice tests, remediation classes, and mentoring programs as particularly effective. Appendixes contain a description of the achievement levels, instructions for completing the report on competency for the state, final reported LEA memberships, and a list of charter schools. (Contains 13 figures and 18 tables.) (SLD)

ED 425 184 TM 029 247

State Norms for the North Carolina Testing Program. 1998 Edition.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary Secondary Education; Public Schools; *State Norms; State Programs; Tables (Data); Test Construction; Test Results; *Test Use; *Testing Programs
IDENTIFIERS- North Carolina; North Carolina End of Course Testing Program; North Carolina End of Grade Testing Program

This publication provides a reference for educators and others interested in conducting comparative studies relative to North Carolina tests. It includes norms, tables, and other statistical information for all state-developed tests (state-mandated and local-option tests for which baseline data are available) that were administered during the current accountability cycle. The North Carolina ABCs Accountability Model requires extensive use of statistics from the state-mandated tests to monitor the progress of the state's public schools. Student improvement is monitored at the elementary and middle school levels through end-of-grade tests and at the high school level through end-of-course tests in the core subjects for which tests have been developed: English I and II; Algebra I and II; Geometry; U.S. History; Economic, Legal, and Political Systems; Physical Science; Biology; Physics; and Chemistry. Users of this publication are reminded that state-level frequency distributions and other descriptive statistics are prepared each year, but the normative statistics for baseline purposes are established the first year a test is used. Test interpretation material is provided in the following areas: (1) "Using Test Scores for Student Decisions"; (2) "End-of-Grade Tests--Achievement Levels by Subject and Grade"; (3) "End-of-Course Tests--Achievement Levels and Scale Scores; and (4) "Glossary of Testing and Other Statistical Terms." Tables present data on the state-mandated end-of-grade tests in reading and mathematics, local option end-of-grade tests in analysis of residuals, draws on all three modules. A single example, drawn from educational research, is used in 17 of the first 19 chapters. More complex examples illustrate the more complex approaches of the later chapters. To represent the visual nature of the SPSS, every chapter contains over 200 pictures of screens or windows that appear on the computer monitor. More than 500 step-by-step boxes show how to accomplish the procedures. An enclosed data disk allows practice of all SPSS procedures with the same data used in the book examples. A glossary is included. (Contains 26 references.) (SLD)

ED 425 202 TM 029 275

The National Education Goals Report for Kansas: Building a Nation of Learners.
PUB DATE- 98
NOTE- 41p.; Condensed version of "The National Education Goals Report: Building a Nation of Learners, 1997."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Adult Literacy; Dropouts; Educational Change; *Educational Objectives; Elementary Secondary Education; High Risk Students; High School Graduates; High Schools; Professional Development; School Readiness; *State Programs
IDENTIFIERS- *Kansas; *National Education Goals 1990

Kansas has schools that compare well with the rest of the states. Kansas has met the 90% high school completion goal, with one of the highest graduation rates in the country and a low dropout rate. Kansas is also making significant progress in school readiness, with increasing numbers of Kansas women receiving early prenatal care, and fewer infants being born with health risks that can affect their school performance. These outcomes are related to Goals 1 and 2 of the National Education Goals. Kansas is also working toward the professional development of teachers, which is Goal 4. Advances have been made in measures of adult literacy and lifelong learning, and in increasing the number of voters, objectives associated with Goal 6. To date, Kansas has not participated in the National Assessment of Educational Progress, so data related to mathematics and science achievement (Goals 3 and 5) are not yet available. The Kansas state indicators for each of the eight National Education Goals are listed. Data that show progress for each goal are presented in chart form. Technical notes and information on the sources for the state indicators supplement the report. (SLD)

ED 425 203 TM 029 318

Meyers, Ronald, Ed.
Developing and Implementing Local Education Standards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 372p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

intercultural exchange forums are provided. (SLD)

ED 425 219 UD 032 630

Family Education in the Era of Decreasing Births. The International Seminar on Family Education/International Forum on Intercultural Exchange (Saitama, Japan, December 12-15, 1994).
PUB DATE- 94
NOTE- 151p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Birth Rate; Child Rearing; *Equal Opportunities (Jobs); *Family Literacy; Family Structure; Females; Foreign Countries; Japanese; Sex Fairness; Sex Role; *Social Change; Violence; *Womens Studies
IDENTIFIERS- Environmental Protection; Japan

This document, prepared in English for a conference in Japan on family education in the era of decreasing births, presents the conference agenda, profiles of contributors, and summaries or outlines of the papers to be delivered. The aim of the conference was to exchange research results from different countries and from interdisciplinary perspectives regarding family factors that have been diversified by various causes and relationships among the choices of women's lifestyles, decreasing births, and social policies. The following papers were to be delivered: (1) "Gender and Family Change" (Yoriko Meguro); (2) "Women's Work in America: The Struggle To Balance Work and Family" (Mary C. Murphree); (3) "Changing Gender Roles in Childbirth and Childcare" (Keiko Funabashi); (4) "Value of a Child and the Meaning of Child Care" (Keiko Kashiwagi); (5) "Family Structure and Parent-Child Relations in the Changing Society" (Hidenori Fujita); (6) "How Family Evolves with Changes in Society-Psychological Approach to Better Family Relationship" (Taelyon Kim); (7) "Social Policy towards Building Gender Equity in Family-The Concept of UN International Year of the Family and the Situation in Japan" (Setsu Ito); (8) "Ways of Thinking about the Family, Children, and Social Supports in Australia" (Donald E. Edgar); (9) "Gender and Family in Sweden" (Rita Liljestrom); (10) "Population Issues and Women" (Hiroko Hara); (11) "International Comparative Research on 'Home Education'" (Katsuko Makino); (12) "Violence in the Family" (Satoru Saito); and (13) "Child-Rearing in a Community" (Sanae Uchida). (SLD)

ED 425 220 UD 032 631

Following the Fourth World Conference on Women -- Let's Expand Grass-Roots Networking! Proceedings of the International Forum on Intercultural Exchange (Saitama, Japan, November 15-17, 1995).
PUB DATE- 95
NOTE- 114p.; For various conference proceedings sponsored by NWEC, see UD 032 627-633.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Cooperation; Elementary Secondary Education; Environment; *Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; *Information Dissemination; Japanese; *Networks; *Participative Decision

flyers, welcoming, orientation, training, appreciation, and evaluating. The final section, "Other Resources," contains a list of 13 annotated references, a list of 8 Internet and organization resources, examples of 3 model programs, and a sample digest from the Educational Resources Information Center titled "Senior Citizens as School Volunteers." (SLD)

ED 425 237 UD 032 649

Parent and Home Involvement in Schools. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Ethnic Groups; *Family Involvement; Immigrants; Internet; *Intervention; Models; *Parent Participation; Poverty; Program Descriptions; Reference Materials; *Urban Schools

This information packet for those interested in promoting parent and family involvement in their children's schools opens with "A Quick Overview of Some Basic Resources." This section contains lists of 28 selected references, some research syntheses available from the Educational Resources Information Center (ERIC), and 10 Internet resources specializing in assistance related to parent involvement in schools. The packet also presents an example of a model program developed by James Comer and colleagues at the Yale Child Study Center. Some names from the consultant cadre of the Center for Mental Health in Schools are listed as resource persons. Also listed are a few other agencies that focus on parents and home involvement for immigrants, ethnic minorities, and the poor. An article by Howard S. Adelman, "Intervening To Enhance Home Involvement in Schooling" ("Intervention in School and Clinic," v29 n5 p276-87 May 1994), details types of home involvement in schooling and ways to implement this involvement effectively. A final section contains easy-to-use overviews, surveys, and sample forms as resource aids. (SLD)

ED 425 238 UD 032 650

Simoni, Jane, Comp.
School-Based Mutual Support Groups (For Parents, Staff, Older Students). A Technical Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; California Univ., Los Angeles.; Robert Wood Johnson Foundation, Princeton, NJ.; Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Group Membership; *Parent Participation; Resource

children had been totally disrupted in Vietnam, and many of those who came to the United States had experienced little formal education. In the 1995-96 school year, there were nearly 16,000 limited-English-proficient students in the Wisconsin schools, of whom 9,310 were Hmong. Sixty-three percent of the Hmong families in the United States were still living below the poverty line, and most of them had little education. The participation of Hmong parents in their children's education has been limited by their own low educational attainment and by cultural characteristics that cause them to leave education to professional educators. The Hmong students who have made it to college have found themselves disadvantaged because of their language problems, family responsibilities, and lack of skills. The most pressing problem for Hmong students is the potential for gang involvement. Suggestions for improving the educational experience of Hmong students in Wisconsin include asking for Title VII funding to provide additional educational services and trying to hire more Hmong bicultural and bilingual staff in the schools. Professional development for Hmong bilingual teachers and cultural awareness programs to promote educational equity are also needed. Education is the key to the successful adjustment of Hmong students to the United States. (Contains 16 references.) (SLD)

ED 425 253 UD 032 668

Edwards, Anthony L.
Booker T. Washington High School (1916-1974): Voices of Remembrance. Portraits of Excellence--African-American Teachers in an Urban Segregated High School--Columbia, South Carolina.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Southern History of Education Society (Atlanta, GA, March 20-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Education; *Black Teachers; *Educational Environment; Educational History; Equal Education; *High Schools; School Culture; *Secondary School Teachers; *Urban Schools
IDENTIFIERS- *African Americans

The history of education contains many references to the inequities African American children suffered before the era of school integration, but few studies have described the positive interactions that took place in segregated schools. To remember segregated schools only for their poor resources presents an incomplete picture. Booker T. Washington High School was a segregated school with a sense of purpose and excellent teachers, both of which contributed to the positive development of African American youth and their communities. The school began in 1916 as the second school for blacks in Columbia (South Carolina), graduating its first class that year. In the early 1930s it was the only accredited high school for Negroes in the county, and one of three that awarded the state high school diploma to black students. Provided are grassroots descriptions of this school and its dedicated teachers based on interviews with 13 former students and historical records. The memories of these former students depict a school in which caring teachers, many of whom had been educated at prestigious northern schools, taught their students the standard curriculum as well as aspects of African American culture and history. The students' memories portray a school with an atmosphere of mutual respect and pride in which learning could take place.

social studies, science, French, and Spanish, and state-mandated end-of-course tests. (Contains 62 tables.) (SLD)

ED 425 185 TM 029 248

Statistical Profile: Public Schools of North Carolina 1998.
PUB DATE- 98
NOTE- 356p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Enrollment; High School Graduates; Profiles; Public Schools; School Personnel; *School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *North Carolina

This book, which is in its 24th edition, provides general statistical data to the public, professional educators, and the General Assembly of North Carolina. The profile contains information on North Carolina's 1,247,144 students and 117 local education agencies, school personnel, and finances. Part I presents tables and summaries of statewide data on the following subjects: (1) pupil accounting; (2) nonpromotion rate by grade; (3) projected final average daily membership; (4) exceptional pupils; (5) pupil membership by race/ethnic origin; (6) high school graduates' intentions; (7) projections of high school graduates; (8) public school dropout and retention data; (9) public school personnel summary; (10) experience status of instructional personnel; (11) highest degree held by instructional personnel; (12) selected characteristics of public school teachers; (13) selected statistics of local salary supplements; (14) financial information; (15) transportation; and (16) course membership summary. Part II contains data for each local school system on pupil accounting, high school graduate intentions, public school personnel, and current expense expenditures by source of funds. Part III is a new section added this year to provide information about charter schools. This section includes background information and pupil accounting on the thirty-four charter schools which began operating in North Carolina in the 1997-98 school year. (Contains 38 tables.) (SLD)

DESCRIPTORS- Academic Achievement; Benchmarking; *Educational Assessment; Educational Planning; *Elementary Secondary Education; *Excellence in Education; Fine Arts; Health Education; Internet; Language Arts; Mathematics Education; Performance Based Assessment; Physical Education; *Program Implementation; Science Education; Second Languages; Social Studies; *Standards; *State Programs; Student Evaluation; Technology Education

IDENTIFIERS- Goals 2000; Reform Efforts; *Standard Setting

This resource text was developed to assist parents, teachers, school administrators, school board personnel, and other concerned citizens in their efforts to develop and implement local education standards. Having drawn heavily upon Internet-accessible resources for the development and implementation of educational standards, the text is intended as a stand-alone resource for those without easy access to a computer and the Internet or as a resource which the Internet can supplement. After the Introduction, Section II, entitled "Rationale," provides full-text policy statements and position papers about the necessity of standards from various agencies and associations. Section III, entitled "Guidance/Resources," names and describes general and governmental resources, centers, clearinghouses, and organizations which offer products and/or expertise to support decision making about and implementation of standard setting efforts. Section III also provides full-text or excerpts of five authoritative pertinent documents, as well as a sub-section entitled, "Standards and Frameworks by State." Section IV, "Implementation and Assessment," offers overviews of state policies and practices for upgrading academic standards, including a section on the role of state education agencies. Finally, Section V covers "Examples of Local Schools/School Districts Adopting Education Standards." (Contains 8 figures and 15 tables.) (LMD)

Making; Sex Role; Shared Resources and Services; *Womens Studies
IDENTIFIERS- Environmental Protection; Japan

Based on the success of the Fourth World Conference on Women, the National Women's Education Centre of Japan planned and carried out the 1995 International Forum on Intercultural Exchange to search for an up-to-date understanding of the problems of women and ways to solve them and to develop a network of already existing groups. This Forum focused on four issues: (1) international cooperation; (2) environmental protection; (3) education; and (4) participation in decision making to ensure the improvement of women. The following papers are presented in English translations or, in some cases, in the original English: (1) "The NGO Forum on Women '95: Expanding Women's Political Space" (Non-Governmental Organization) (Irene M. Santiago); (2) "International Co-operation and Gender Issues: From a Welfare Approach to the Empowerment of Women" (Daniela Colombo); (3) "Who Made Nature Our Enemy? (An Eco-feminist Analysis)" (Maria Miles); (4) "Paradoxes in Education and Life Chances: Access, Content and Opportunity in Women's Lives in Japan and America" (Merry I. White); (5) "Women's Participation in the Decision-Making Process" (Reiko Aoki); (6) "Women's Viewpoints on International Co-operation" (summary of group discussion) (Tatsuo Hayashi); (7) "Women's Contribution to Environmental Protection" (summary of group discussion) (Junko Matsubara); (8)"Education and Gender Equality" (summary of group discussion) (Kumiko Bando);and (9) "Participation in the Decision-Making Process" (summary of group discussion) (Reiko Aoki). A summary of comments at the Plenary Session is also included, as are remarks by the conference organizer and the Director General of Japan's Lifelong Learning Bureau. (SLD)

Materials; Secondary Education; *Social Support Groups; Staff
Development; Technical Assistance; *Urban Schools; Urban Youth
IDENTIFIERS- *Mutual Help Groups; New Students; *School Based
Support Teams

Mutual support groups in schools can be developed as part of strategies to provide assistance for parents or other family members, students, or school staff. These groups can also be used to provide support for newcomers and others in periods of transition. This technical aid packet describes the process as used with parents, but the procedures suggested can be adapted readily for use with students or staff. A sequential approach is described that involves working with the school to get started, recruiting members, training them to run meetings, and offering off-site consultation as requested. The following sections are included: (1) "School-Based Mutual Support Groups: An Overview"; (2) "School-Based Mutual Support Groups: Getting Started"; (3) "Getting Started"; (4) "Member Recruitment"; (5) "Parent Training" with outlines for six training meetings; (6) "Off-Site Consultation"; and (7) "Concluding Remarks." As additional resources, seven national self-help clearinghouses and two Web sites that are relevant to mutual support groups are listed. As resource data, excerpts are provided from two evaluation articles: "Latina Mothers' Help Seeking at a School-Based Mutual Support Group" by Jane M. Simoni ("Journal of Community Psychology," v21 Jul 7 1993) and "School-Based Mutual Support Groups for Low-Income Parents" by Jane M. Simoni and Howard S. Adelman ("The Urban Review," v25 n4 1993). (Contains 11 exhibits.) (SLD)

(SLD)

ED 425 254 UD 032 669

Britt, Patricia M.
Listen to the Children: Children at Risk for Failure Speak Out.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Improvement; *High Risk Students; High School Students; High Schools; *Participative Decision Making; Student Attitudes; Student Empowerment; *Student Participation

Before educators can assess the problems associated with being at risk of academic failure, they must understand what is occurring in the lives of at-risk students. The focus of this study was the school lives of 15 high school students. Data were gathered from student observations, informal interviews, document analysis, and journal entries to identify the factors that contributed to being at risk. Students complained about the inconsistency of school rules, especially those related to tardiness and eating in school, and they noted the double standard that allowed teachers to do many things students were not allowed to do. They voiced concerns that they were never given a say about anything in the school, expressing the belief that all the rules originated with teachers and staff, and that student input was not solicited. When they did express opinions about school, they thought that their comments were not taken seriously. Suggestions for improving the educational environment for at-risk students begin with providing opportunities for students to express their opinions and contribute to the operation of the school. (Contains four references.) (SLD)

ED 425 255 UD 032 671

The Cycle of Family Homelessness: A Social Policy Reader.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Early Parenthood; Elementary Secondary Education; *Homeless People; Housing; *Job Training; Low Income Groups; Poverty; *Public Policy; *Social Change; Tables (Data); *Urban Problems; Urban Youth
IDENTIFIERS- New York (New York)

Research on homeless children and families carried out by the Institute for Children and Poverty over the last 6 years is compiled in this document. The contents range from programmatic solutions and policy recommendations to simple "snapshots" of homeless families. Much of the research is based on the experiences of Homes for the Homeless, which operates transitional housing facilities, and the more than 530 families who reside daily in the American Family Inns in New York (New York). Anecdotal evidence, other research, and a forthcoming report from the Institute on family homelessness in 10 cities across the country indicate that this New York-based research has wide application nationwide. The following reports are reprinted: (1) "The New Poverty: A Generation of Homeless Families"; (2) "Access to Success: Meeting the Educational

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Latvian Naming Patterns, 1880-1991.	20p.	L1	ED 424 771
Leadership and Work Context of Public and Private Secondary Schools in the Republic of Lebanon.	22p.	L1	ED 425 100
Leadership Issues Addressing Barriers to School-Based Instructional Reform: A Case Study Exploring the Role of E.D. Hirsch's "Thoughtworld" as a Factor in School Improvement.	15p.	L1	ED 424 636

The UCSF AIDS Health Project Guide to Counseling: Perspectives on Psychotherapy, Prevention, and Therapeutic Practice.	418p.	L3	ED 424 486
Universities and Globalization: Critical Perspectives.	339p.	L3	ED 424 843
Using Computers To Teach Literature: A Teacher's Guide.	236p.	L1	ED 424 586
The Visionary Director: A Handbook for Dreaming, Organizing, and Improvising in Your Center.	283p.	L3	ED 424 976
Visualizing Subject Access for 21st Century Information Resources. Papers Presented at the Clinic on Library Applications of Data Processing (34th, Urbana, Illinois, March 2-4, 1997).	176p.	L3	ED 424 874
Wonderful Rooms Where Children Can Bloom! Over 500 Innovative Ideas and Activities for Your Child-Centered Classroom. K-2.	224p.	L2	ED 424 901
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.	418p.	L3	ED 424 559
The Yearbook of Education Law 1997.	433p.	L2	ED 424 612

(020) Collected Works - General

Alpha 97: Basic Education and Institutional Environments.	375p.	L1	ED 424 355
ARTiculating: Teaching Writing in a Visual World.	172p.	L3	ED 424 573
Assessing To Address Barriers to Learning. An Introductory Packet.	92p.	L1	ED 425 243
Authentic Assessment: A Collection.	228p.	L2	ED 425 194
Career Strategies for Women in Academe. Arming Athena.	333p.	L3	ED 424 842
Changing Urban Education. Studies in Government and Public Policy.	316p.	L3	ED 425 245
Citizen Child: Australian Law and Children's Rights.	288p.	L2	ED 424 958
Compendium: Writings on Effective Practices for Culturally and Linguistically Diverse Exceptional Learners.	121p.	L1	ED 424 714
Consequences of Growing Up Poor.	660p.	L3	ED 425 262

2000 Partnership.	33p.	L1	ED 424 456
The Machinery of Management: Leadership (MM2). Workforce 2000 Partnership.	65p.	L1	ED 424 457
The Machinery of Management: Team Building (MM4). Workforce 2000 Partnership.	75p.	L1	ED 424 459
The Machinery of Management: The Art of Interviewing (MM3). Workforce 2000 Partnership.	51p.	L1	ED 424 458
Math for Machine Operators. Workplace Education. Instructor's Guide. Project ALERT.	134p.	L1	ED 424 388
Math for Textile Technicians. Workforce 2000 Partnership.	71p.	L1	ED 424 460
The Mechanics of Teams. Workforce 2000 Partnership.	85p.	L1	ED 424 461
The Mindful School: How To Assess Authentic Learning. Revised Edition.	194p.	L2	ED 425 196
Multiple Assessments for Multiple Intelligences. Third Edition.	276p.	L2	ED 425 195
Multiple Forms of Literacy: Teaching Literacy and the Arts.	256p.	L3	ED 424 569
Nature's Web: Caring for the Land. National Wildlife Week Educator's Guide, April 19-25, 1998 = Nature's Web: El Cuidado de la Tierra. National Wildlife Week Guia para el Educador, April 19-25, 1998.	65p.	L1	ED 425 055
Numbers at Work. Workplace Education. Instructor's Guide. Project ALERT.	111p.	L1	ED 424 389
Obstaculos al aprendizaje--obstaculos a la ensenanza en contextos (Barriers to Learning--Barriers to Teaching in Multicultural Contexts). Papers on Teacher Training and Multicultural/Intercultural Education 25.	28p.	L1	ED 424 726
Patterns for Success: Communication (P10). Workforce 2000 Partnership.	34p.	L1	ED 424 471
Patterns for Success: Completing Workplace Forms (P7). Workforce 2000 Partnership.	26p.	L1	ED 424 468
Patterns for Success: Critical Thinking and Problem Solving (P3). Workforce 2000 Partnership.	36p.	L1	ED 424 464
Patterns for Success: Learning to Learn (P2). Workforce 2000			

	25p.	L1	ED 424 599
Homeschooling in the United States: A Review of Recent Literature.	19p.	L1	ED 424 922
How Are School Districts Responding to Charter Laws and Charter Schools? A Study of Eight States and the District of Columbia.	25p.	L1	ED 424 648
How To Teach Social Studies with Toys: A Literature Review on Play.	32p.	L1	ED 425 109
Imagining Tomorrow. Adult Education for Transformation.	182p.	L2	ED 424 367
An Introduction to Systemic Functional Linguistics.	371p.	L3	ED 424 750
Leadership Issues Addressing Barriers to School-Based Instructional Reform: A Case Study Exploring the Role of E.D. Hirsch's "Thoughtworld" as a Factor in School Improvement.	15p.	L1	ED 424 636
Learners on the Superhighway? Access to Learning via Electronic Communications. Winston Churchill Fellowship Report.	109p.	L2	ED 424 369
Literacy Acquisition in Deaf Children.	29p.	L1	ED 424 751
Literacy and the New Work Order. An International Literature Review.	144p.	L2	ED 424 373
The Long-Term Effects of Grade Retention.	18p.	L1	ED 424 616
Making Hawai'i's Kids Count. Issue Paper Number 3.	5p.	L1	ED 424 955
An Overview of Content-Based Language Instruction.	34p.	L1	ED 424 762
An Overview of Elementary Education in the United States: Past, Present, and Future with Its Organization, Nature of Program and Teaching Strategies.	22p.	L1	ED 424 956
Participation as Parental Choice: Can the Marketplace Create More Democratic Institutions?	28p.	L2	ED 424 653
Phonological Production in Spanish-Speaking Preschoolers.	13p.	L1	ED 424 935
Play and Early Childhood Development. Second Edition.	372p.	L3	ED 424 975
Preventing Substance Abuse among Children and Adolescents: Family-Centered Approaches. Reference Guide. Prevention Enhancement Protocols System (PEPS) Series.	296p.	L1	ED 424 523

Bifurcated Work Force. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #6.
33p. L2 ED 424 817

When Cyburgs (Cyborgs) Write.
15p. L1 ED 424 580

Where Tenure Does Not Reign: Colleges with Contract Systems. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series Inquiry #3.
33p. L2 ED 424 814

Work, Family, and the Faculty Career. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #8.
38p. L2 ED 424 818

Writer's Support Group: An Avenue to Seeking Promotion and Tenure.
19p. L1 ED 424 834

(130) Reference Materials - General

Dropout Prevention. An Introductory Packet.
55p. L1 ED 425 228

English for Academic Purposes. A Guide and Resource Book for Teachers.
424p. L3 ED 424 760

Seccion de Espanol del Departamento de Lenguas Codice de Composicion. Guia para Escribir Trabajos. (Spanish Division of the Language Department Style Manual for Composition. Guide to Writing Essays).
25p. L1 ED 424 740

Substance Abuse. A Resource Aid Packet.
93p. L1 ED 425 233

(131) Reference Materials - Bibliographies

Annotated Bibliography of Partner Resources.
35p. L2 ED 424 396

Bibliography of Assessment Alternatives: Science. May 1998 Edition. Innovative Assessment.
86p. L1 ED 425 071

Books To Grow By.
258p. L3 ED 424 561

Changing the World: A Directory of Global Youth Work Resources.
45p. L2 ED 425 208

Elementary Science: Authorized Resources Annotated List.
123p. L1 ED 425 073

Hot Links: Literature Links for the Middle School Curriculum.
173p. L3 ED 424 875

Index to NCES Issue Briefs and Indicators of the Month: Cumulative through June 1998.
8p. L1 ED 424 670

Teens. A Tennessee KIDS COUNT Project Report.	31p.	L1	ED 424 965
Telling Stories: The Subject Is Never Just Me.	11p.	L1	ED 424 574
Tennessee Commission on Children and Youth Annual Report: Fiscal Year 1996-97.	51p.	L1	ED 424 969
Tenure Snapshot. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #2.	25p.	L2	ED 424 813
Texas Scholars: Successful Partnerships and Linkages.	21p.	L1	ED 424 625
Thinking about Thinking Skills in a Preschool Curriculum.	14p.	L1	ED 424 961
Trading Places: Becoming the "Other" in the Classroom.	13p.	L2	ED 424 593
Training Corporate Outsiders: Doing It the Cape Breton Way.	20p.	L1	ED 424 606
Transformational Leadership: My Journey to Becoming an Effective Leader.	32p.	L1	ED 424 509
The Transforming Power of Critical Autobiographies.	13p.	L1	ED 424 739
Using Internet Resources To Strengthen Community Programs and Collaborations for Children, Youth, and Families At Risk.	13p.	L1	ED 425 015
Using Technology To Develop Programs of School, Family, and Community Partnerships.	10p.	L1	ED 425 021
Western Carolina University's Model of Integrating Information Literacy: Partnering the First Year Composition Instructor, Students and a Personal Librarian.	10p.	L1	ED 424 581
What is Leadership? Walking around a Definition. Working Papers.	9p.	L2	ED 424 907
When EFL Writing Students Draft Oral Histories.	45p.	L1	ED 424 747
Where Tenure Does Not Reign: Colleges with Contract Systems. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series Inquiry #3.	33p.	L2	ED 424 814
"Why Is There So Much Hate in People's Hearts?": African-American Students Interpret the Integration Struggle in Little Rock, Arkansas, 1957.	13p.	L1	ED 425 102
Workplace Training Project, Eugene, Oregon. Final Report.	39p.	L1	ED 424 443

Moral Development in the Information Age.	9p.	L1	ED 425 016
My Daddy Takes Care of Me! Fathers as Care Providers. Current Population Reports. Household Economic Studies.	11p.	L1	ED 424 916
A National Study of the Supply and Demand for Teachers of Agricultural Education in 1995.	48p.	L1	ED 424 405
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1997. Volume 1: Secondary School Students.	584p.	L1	ED 424 505
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1997. Volume 2: College Students and Young Adults.	262p.	L1	ED 424 506
New Approaches to the Analysis of Academic Outcomes: Modeling Student Performance at a Community College. AIR 1998 Annual Forum Paper.	23p.	L1	ED 424 798
The Norwegian Principal: The Impact of National and Local Culture.	30p.	L1	ED 424 680
Ohio Students Speak Out on Equity Issues. Ohio Vocational Sex Equity.	9p.	L1	ED 424 416
The Origins of Educational Reform: A Comparative Perspective.	40p.	L1	ED 424 641
Out of the Closet and onto the Shelves: A Checklist Study of Gay Fiction in Public Libraries in Franklin County, Ohio.	35p.	L1	ED 424 854
The Outcomes of Teaching Tolerance: A Research Report Submitted to the Graduate Social Science Education Program.	42p.	L1	ED 425 101
Parenting Behavior in a Sample of Young Mothers in Poverty: Results of the New Chance Observational Study.	465p.	L1	ED 424 982
Perceived Barriers to Improvement in Education: Targeting Reform Efforts.	14p.	L1	ED 424 667
A Pilot Study Investigation of the Socialization of Part-Time Faculty Members in Academic Settings.	55p.	L1	ED 424 596
Political Leadership Qualities of Bright Adolescents and Their Willingness To Lead.	17p.	L1	ED 424 720
PrE (Person-Relative-to-Event) Theory of Coping with Threat.	15p.	L1	ED 424 543
Preaching to Cannibals: A Look at Academic Writing in the Field			

"Learn and Live": A Documentary Film from the George Lucas Educational Foundation.	3p.	L1	ED 424 995
Levain et Levier: Le partenariat en educatoin, les nouvelles dynamiques educatives et societales (Leaven and Lever: The Partnership in Education, the New Educational and Societal Dynamics).	23p.	L1	ED 425 087
Literacy Acquisition in Deaf Children.	29p.	L1	ED 424 751
Living the Research: Stories from Homeless Youth.	28p.	L1	ED 424 518
Making Connections: Helping a School, Its Families, and the Community Adapt to Technological Change.	7p.	L1	ED 424 999
Making Sense of the American Family: Audience Constructions of Social Realities through Television and Interpersonal Relationships.	21p.	L1	ED 424 607
Making the MOST of Out-of-School Time: Technology's Role in Collaboration.	15p.	L1	ED 424 996
Making Worlds from Words: An Analysis of the Oral and Written Narratives of a Preadolescent Girl.	16p.	L1	ED 424 571
The Many Faces of Information Management. AIR 1998 Annual Forum Paper.	22p.	L1	ED 424 809
Mastery Learning: Thousands of Students, Thousands of Excellent Learners.	15p.	L1	ED 425 159
McCarthyism Revisited: Popular Press and Public Memory.	38p.	L1	ED 424 595
Media Education's Present and Future: A Survey of Teachers.	37p.	L1	ED 424 601
Media Literacy and the Policymaking Process: A Framework for Understanding Influences on Potential Educational Policy Outputs.	31p.	L1	ED 424 602
Mental Health Professionals According to Prime-Time: An Exploratory Analysis.	15p.	L1	ED 424 499
MIKSIKE: An Interdisciplinary Study Program for Elementary Schools and Home Schooling Integrated with Web Technology.	3p.	L1	ED 425 000
"Military Teens on the Move": An Internet Resource for Military Youth Facing Relocation.	11p.	L1	ED 425 001
Modeling Site-Based Decision Making: The Relationship between			

Critical Issues in Mentoring and Mentoring Program for Beginning Teachers.	37p.	L1	ED 425 146
The Cycle of Family Homelessness: A Social Policy Reader.	67p.	L1	ED 425 255
The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research.	287p.	L1	ED 424 585
Dropout Prevention. An Introductory Packet.	55p.	L1	ED 425 228
Effectiveness of Teacher Education. New Challenges and Approaches to Evaluation. Reports from the Department of Teacher Education in Tampere University.	171p.	L1	ED 425 147
Endangered Languages: Language Loss and Community Response.	378p.	L3	ED 425 037
Environmental Education Compendium for Water Resources.	493p.	L2	ED 425 053
Evaluation and Accountability: Getting Credit for All You Do! An Introductory Packet.	55p.	L1	ED 425 242
The Full-Time Faculty Handbook.	229p.	L3	ED 424 847
Guiding Parents in Helping Children Learn. Technical Aid Packet.	83p.	L1	ED 425 231
The Heart of the Matter: Teacher Educators and Teacher Education Reform.	496p.	L3	ED 425 153
History of Higher Education Annual, 1997. Volume Seventeen.	136p.	L2	ED 424 811
Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs. An Introductory Packet.	66p.	L1	ED 425 239
Lessons Learned: Five Years in the Urban Schools Network.	200p.	L1	ED 424 413
Multiple Intelligences: A Collection.	298p.	L2	ED 425 193
Parent and Home Involvement in Schools. An Introductory Packet.	119p.	L1	ED 425 237
Parenting Behavior in a Sample of Young Mothers in Poverty: Results of the New Chance Observational Study.	465p.	L1	ED 424 982
Responding to Crisis at a School. A Resource Aid Packet.	58p.	L1	ED 425 244
School-Based Mutual Support Groups (For Parents, Staff, Older Students). A Technical Aid Packet.			

Partnership.	25p.	L1	ED 424 463
Patterns for Success: Organization and Learning Skills, Part I (P11). Workforce 2000 Partnership.	24p.	L1	ED 424 472
Patterns for Success: Organization and Learning Skills, Part II (P12). Workforce 2000 Partnership.	21p.	L1	ED 424 473
Patterns for Success: Production Percentage Math (P1). Workforce 2000 Partnership.	41p.	L1	ED 424 462
Patterns for Success: Team Building (P4). Workforce 2000 Partnership.	29p.	L1	ED 424 465
Patterns for Success: Transferring Skills (P5). Workforce 2000 Partnership.	34p.	L1	ED 424 466
Patterns for Success: Workplace Vocabulary (P9). Workforce 2000 Partnership.	23p.	L1	ED 424 470
PC Volunteers' First Steps in Romanian.	22p.	L1	ED 424 733
Pedagogy Matters: Standards for Effective Teaching Practice. Research Report 4.	49p.	L1	ED 424 769
Phonological Consciousness Raising Tasks for the ESP Classroom.	12p.	L1	ED 424 786
Pronoun Case: Teaching Grammar within a Communicative Paradigm.	14p.	L1	ED 424 767
Reading Workplace Maps (P8). Workforce 2000 Partnership.	19p.	L1	ED 424 469
Residential Plumbing. Third Edition. Teacher Edition and Student Edition.	1038p.	L2	ED 424 411
Sequencing in Literature Instruction.	39p.	L1	ED 424 582
Sharing Good Practice: Prevention and Support Concerning Pupils Presenting Social, Emotional and Behavioural Difficulties.	50p.	L1	ED 424 481
SPC-Prep. Instructor's Guide. Workplace Education. Project ALERT.	152p.	L1	ED 424 390
Succeeding at Reading: Literacy in the Early Years.	53p.	L1	ED 424 563
Success Skills for the Textile Industry: Communication (SS1). Workforce 2000 Partnership.	73p.	L1	ED 424 474

Queer Theory in Education. Studies in Curriculum Theory Series.	398p.	L3	ED 424 511
Reducing Tobacco Use among Youth: Community-Based Approaches. A Guideline. Prevention Enhancement Protocols System (PEPS) Series.	181p.	L1	ED 424 522
Research Findings Relevant to Director Credentialing.	8p.	L2	ED 424 919
Safe Passage: Making It through Adolescence in a Risky Society.	25p.	L1	ED 425 225
School Outcomes and Community Benefits for Minority Youth with Serious Emotional Disturbances: A Synthesis of the Research Literature. Project Period: January 1, 1995 to June 30, 1997. Final Report.	230p.	L1	ED 424 715
Semantics and Syntax: Context Clues in Reading for Young Children.	10p.	L1	ED 424 564
State Strategies for Building Local Capacity: Addressing the Needs of Standards-Based Reform. CPRE Policy Briefs.	18p.	L1	ED 424 697
Substance Abuse Policies in Ohio Schools.	28p.	L1	ED 424 558
Towards Communicative Measurement of Writing: Where Are We Now?	26p.	L1	ED 424 766
What Works. Integrating Basic Skills Training into Welfare-to-Work.	55p.	L1	ED 424 359

(071) Informational Analyses - ERIC IAPS

Academic and Vocational Integration. Myths and Realities.	4p.	L1	ED 424 400
Action Learning for Individual and Organizational Development. Practice Application Brief.	4p.	L1	ED 424 450
The Best of "Parent News": A Sourcebook on Parenting from the National Parent Information Network.	174p.	L1	ED 425 026
Brief Articles for Latino Parents, 1999 Edition.	15p.	L1	ED 425 052
Current Literature on Small Schools. ERIC Digest.	4p.	L1	ED 425 049
Developing and Implementing Local Education Standards.	372p.	L1	ED 425 203
Developing Language Proficiency and Connecting School to Students' Lives: Two Standards for Effective Teaching. ERIC Digest.	4p.	L1	ED 424 790

Leadership Education: A Source Book of Courses and Programs. 7th Edition.	496p.	L2	ED 424 692
Leadership Resources: A Guide to Training and Development Tools. 7th Edition.	436p.	L2	ED 424 693
Promoting Intercultural Understanding. Trends and Issues Alerts.	4p.	L1	ED 424 451
Reconceptualizing Access in Postsecondary Education and Its Ramifications for Data Systems: Report of the Policy Panel on Access. (Washington, DC, September 9, 1997).	211p.	L1	ED 424 827
Resources in Education (RIE). Volume 34, Number 4.	p.	L2	ED 424 350
Where To Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List. A Resource Aid Packet.	35p.	L1	ED 425 232

(132) Reference Materials - Directories/Catalogs

ALTE Handbook of European Language Examinations and Examination Systems.	87p.	L1	ED 424 730
National Learning Resources Directory: A Networking Handbook for Learning Resources Center/Library Administrators at Two-Year Colleges.	496p.	L1	ED 424 879
UNEVOC Directory = Repertoire UNEVOC.	71p.	L1	ED 424 424

(134) Reference Materials - Vocabularies/Classifications

Children's Dictionary of Occupations. Third Edition.	126p.	L3	ED 424 507
Romanian Grammar Workbook for Peace Corps Volunteers.	126p.	L1	ED 424 731

(140) Reports - General

Appropriations for Fiscal Year 1999.	14p.	L1	ED 425 136
Louisiana's Achievements for Gender Equity in Vocational Education. Executive Summary, 1995-96.	32p.	L1	ED 424 410
Promotion of Linkage between Technical and Vocational Education and the World of Work. UNEVOC Studies in Technical and Vocational Education, Number 10.	139p.	L1	ED 424 420
Teacher Quality Enhancement Grants for States and Partnerships: HEA, Title II.	11p.	L1	ED 425 127

World Programme of Action Concerning Disabled Persons. Third Review and Appraisal.
12p. L1 ED 424 706

Your Children: Our Schools. A Guide for Korean Parents in New Zealand: Early Childhood Education Services and Primary Schools.
55p. L1 ED 424 917

(142) Reports - Evaluative

And the Survey Says: How Students Assess the Value of Freshman-Writing Programs.
29p. L1 ED 424 576

An Approach to Formative Evaluation for Teacher Enhancement Programs.
65p. L1 ED 425 168

Becoming Bilingual in the Amigos Two-Way Immersion Program. Research Report 3.
27p. L1 ED 424 754

Children's Literature Bibliotherapy and Learning Problems.
50p. L1 ED 424 560

Choosing a Postsecondary Institution. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
107p. L1 ED 424 830

Consequences of Growing Up Poor.
660p. L3 ED 425 262

Constancy and Change in the Worklife of Research University Librarians. ACRL Publications in Librarianship No. 51.
172p. L3 ED 424 872

Counseling at the Crossroads: Let's Decide Our Future.
24p. L1 ED 424 480

A Description and Evaluation of the Archival Materials of the Pontifical College Josephinum.
86p. L1 ED 424 866

Evaluation of the Family/School Partnership Project, Year III, 1996-97.
83p. L1 ED 424 773

Evaluation of the Phonics Demonstration Project.
62p. L1 ED 424 565

Evaluation Report for the Massachusetts Workplace Literacy Consortium. National Workplace Literacy Program Wave 6, Year 3.
66p. L1 ED 424 432

Exploring Rapid Achievement Gains in North Carolina and Texas. Lessons from the States.
52p. L1 ED 425 204

The Form of Historical Knowledge and the Adolescent Conception of It. Research Report 80.
261p. L1 ED 425 097

Group Methods and Affective Learning.

of Engineering.	12p.	L1	ED 424 783
Prediction of Adjustment from Preschool Temperament.	8p.	L1	ED 424 553
The Preparation and Professional Development of Teachers in the Northwest: A Depiction Study. Revised Editon.	73p.	L1	ED 425 156
Preservice Teachers' Learning about Diversity: The Influence of Their Existing Racial Attitudes and Beliefs.	27p.	L1	ED 425 161
The Principal--Key to Technology Implementation.	13p.	L1	ED 424 614
Principals' Perceptions of Alabama's Special Education Certification-Collaborative Teacher.	10p.	L1	ED 424 713
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Problem Solving as a Means toward Mathematics for All: A Look through a Class Lens.	31p.	L1	ED 425 058
Professional Development Practices in Gifted Education: Results of a National Survey.	5p.	L1	ED 424 708
A Profile of the Leadership Needs of Charter School Founders.	76p.	L1	ED 424 671
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Psychological, Contextual, and Social Determinants of Safe Sex Behavior.	13p.	L1	ED 424 536
Public University Responsiveness to School Reform: Lessons from Four State Systems.	43p.	L2	ED 424 794
Realidades Latinas: Una Communidad Vibrante Emerge en el Sur de Minneapolis = Latino Realities: A Vibrant Community Emerges in South Minneapolis.	76p.	L1	ED 425 251
Rediscovering Apprenticeship?: A Historical Approach.	10p.	L1	ED 424 406
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Regional and Gender Differences in Various Forms of Mathematics Assessment within the Victorian Certificate of Education.	27p.	L1	ED 425 027

Inputs, Site Council Practices, and Outcomes.	38p.	L1	ED 424 646
Models of Lecture Discourse: Applications for Academic Listening and Future Research Directions. Colloquium on Academic Listening within the EAP Curriculum.	18p.	L1	ED 424 744
Moral Development in the Information Age.	9p.	L1	ED 425 016
NeighborhoodLink: A Community Network for Cleveland's Inner City.	10p.	L1	ED 425 008
New Approaches to the Analysis of Academic Outcomes: Modeling Student Performance at a Community College. AIR 1998 Annual Forum Paper.	23p.	L1	ED 424 798
The Norwegian Principal: The Impact of National and Local Culture.	30p.	L1	ED 424 680
Nursing Matters.	11p.	L1	ED 424 781
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The Origins of Educational Reform: A Comparative Perspective.	40p.	L1	ED 424 641
An Overview of ESP in the 1990s.	8p.	L1	ED 424 775
Participation as Parental Choice: Can the Marketplace Create More Democratic Institutions?	28p.	L2	ED 424 653
People Make Dreams Come True, and Technology Expands the Possibilities: An Educational Journey across the United States.	11p.	L1	ED 424 994
Perceived Barriers to Improvement in Education: Targeting Reform Efforts.	14p.	L1	ED 424 667
Phonological Consciousness Raising Tasks for the ESP Classroom.	12p.	L1	ED 424 786
A Pilot Study Investigation of the Socialization of Part-Time Faculty Members in Academic Settings.	55p.	L1	ED 424 596
Political Leadership Qualities of Bright Adolescents and Their Willingness To Lead.	17p.	L1	ED 424 720
The Power of the Written Voice.	10p.	L1	ED 424 570
"Power To" or "Power Over": Reflections on Issues of Power Raised in Development Courses for Educational Managers.	12p.	L1	ED 424 619

	42p.	L1	ED 425 238
Scientist-Practitioner Perspectives on Test Interpretation.	192p.	L3	ED 425 197
Selected Papers from the International Conference on College Teaching and Learning (9th, Jacksonville, Florida, April 15-18, 1998).	228p.	L2	ED 424 795
Sharing Good Practice: Prevention and Support Concerning Pupils Presenting Social, Emotional and Behavioural Difficulties.	50p.	L1	ED 424 481
Technology and the Educational Workplace: Understanding Fiscal Impacts. Eighteenth Annual Yearbook of the American Education Finance Association.	218p.	L2	ED 424 853
Teen Pregnancy Prevention and Support. An Introductory Packet.	56p.	L1	ED 425 235
Transcultural Counseling. Second edition.	429p.	L2	ED 424 549
Understanding and Minimizing Staff Burnout. An Introductory Packet.	43p.	L1	ED 425 241
Universities and Globalization: Critical Perspectives.	339p.	L3	ED 424 843
Volunteers To Help Teachers and Schools Address Barriers to Learning. A Technical Aid Packet.	56p.	L1	ED 425 236
Welcoming and Involving New Students and Families. A Technical Aid Packet.	142p.	L1	ED 425 230
Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections. An Introductory Packet.	86p.	L1	ED 425 234
The Yearbook of Education Law 1997.	433p.	L2	ED 424 612

(021) Collected Works - Proceedings

Actes des 12e Journees de linguistique (1998) (Proceedings of the 1998 Conference on Linguistics). (12th, Quebec City, Canada, March 26-27, 1998).	119p.	L1	ED 424 764
American Vocational Education Research Association Proceedings, Annual Convention (Las Vegas, Nevada, December 11-14, 1997).	162p.	L1	ED 424 399
Apres le 6 decembre 1992, l'education bouge: Actes du Seminaire organise par l'Association des Inspecteurs et Directeurs des Ecoles primaires de Suisse Romande et du Tessin (AIDEP) et l'IRDP, Saillon (VS), 25 et 26 novembre 1993. (After December 6, 1992,Education Moves: The Actions of a Seminar Organized by the			

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(080) Journal Articles

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Workforce, House of Representatives.	62p.	L1	ED 424 825
Student Financing of Undergraduate Education: 1995-96. With an Essay on Student Loans. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.	218p.	L1	ED 424 835
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Trends and Issues in Urban Education, 1998.	76p.	L1	ED 425 247
Two Faculties or One? The Conundrum of Part-Timers in a Bifurcated Work Force. New Pathways: Faculty Career and Employment for the 21st Century Working Paper Series, Inquiry #6.	33p.	L2	ED 424 817
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(143) Reports - Research

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(022) Collected Works - Serials

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Facilities Guidelines for Learning Resources Centers: Print, Non-Print, and Related Instructional Services.	60p.	L1	ED 424 878
Families, Communities, Schools--Learning Together, Fall 1998. Bulletin 99040.	35p.	L1	ED 424 942
Family Resource Centers: Where School Readiness Happens. Early Children's Digest.	3p.	L1	ED 424 939

4p. L1 ED 424 577

(090) Legal/Legislative/Regulatory Materials

Alaska Standards for Culturally-Responsive Schools. Adopted by the Assembly of Alaska Native Educators, Anchorage, Alaska, February 3, 1998.
27p. L1 ED 425 035

Child Care Center Regulations.
30p. L1 ED 424 951

The Children's Development Commission Act--H.R. 3637. Field Hearing before the Subcommittee on Capital Markets, Securities and Government Sponsored Enterprises of the Committee on Banking and Financial Services. U.S. House of Representatives, One HundredFifth Congress, Second Session.
76p. L1 ED 424 938

Family Child Care Home Standards.
35p. L1 ED 424 953

Foster Care: Implementation of the Multiethnic Placement Act Poses Difficult Challenges. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
71p. L1 ED 424 924

Implementation of the Individuals with Disabilities Education Act: Twentieth Annual Report to Congress.
569p. L1 ED 424 722

National Education Testing. Hearing before a Subcommittee of the Committee on Appropriations. Special Hearing. United States Senate, One Hundred Fifth Congress, First Session (September 4, 1997).
36p. L1 ED 425 186

Non-School Hours: Mobilizing School and Community Resources. Hearing on Examining Certain Initiatives To Mobilize School and Community Resources To Provide Quality Programs To Address the Needs of Students during Non-School Hours, Including the Administration's Proposed Expansion of the 21st Century Community Learning Centers Program Designed To Provide Funds to School-Community Partnerships To Start Up or Expand After-School, Extended Learning Programs for Schoolage Children of the Committee on Labor and
80p. L1 ED 424 682

Overview of Charter Schools. Hearing on Examining the Role of Charter Schools in Educational Reform, State and Federal Funds, and S. 1380 and H.R. 2616, Bills To Extend the Authorization of Funds through Fiscal Year 2002 for Titles VI and X of the Elementary and Secondary Education Act To Expand the Implementation of Public Charter Schools of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, Second Session.
106p. L1 ED 424 683

Preschool Regulations.
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Resources in Education (RIE). Volume 34, Number 4.	p.	L2	ED 424 350
The Role of ARL Libraries in Extension/Outreach. SPEC Kit 233.	177p.	L1	ED 424 869
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"The Single-Parent Family" and Welfare Reform: Is Marriage the Solution?	6p.	L1	ED 425 039
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Products before the Subcommittee on Public Health and Safety of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session (October 27, 1997).
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Security on Campus. Hearing before a Subcommittee of the Committee on Appropriations, United State Senate, One Hundred Fifth Congress, Second Session. Special Hearing.
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347p. L1 ED 424 658

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340p. L1 ED 424 659

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31p. L1 ED 425 034

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(102) Machine-Readable Data Files

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HE031602	ED424807
HE031603	ED424808
HE031604	ED424809
HE031606	ED424810
HE031607	ED423761
HE031608	ED423762
HE031609	ED423763
HE031610	ED423764//
HE031611	ED423765//
HE031612	ED423766//
HE031613	ED423767
HE031614	ED423768
HE031615	ED423769
HE031616	ED423770
HE031617	ED423771
HE031618	ED423772
HE031619	ED423773
HE031620	ED423774//
HE031621	ED423775
HE031623	ED423776
HE031624	ED423777
HE031625	ED423778
HE031626	ED423779
HE031627	ED423780
HE031628	ED423781
HE031629	ED423782
HE031630	ED424811
HE031631	ED423783
HE031632	ED423784
HE031633	ED423785
HE031634	ED423786
HE031635	ED423787//
HE031636	ED423788//
HE031637	ED423789//
HE031638	ED423790
HE031639	ED423791
HE031640	ED423792
HE031641	ED423793
HE031642	ED423794
HE031643	ED423795
HE031644	ED423796
HE031645	ED423797
HE031646	ED423798
HE031647	ED423799
HE031648	ED423800//
HE031649	ED423801
HE031650	ED423802
HE031651	ED423803
HE031652	ED423804
HE031653	ED423805
HE031654	ED423806
HE031655	ED423807
HE031656	ED423808
HE031657	ED423809
HE031658	ED423810
HE031659	ED423811//
HE031660	ED423812//
HE031661	ED423813//
HE031662	ED423814//
HE031663	ED423815//
HE031664	ED423816
HE031666	ED424812
HE031667	ED424813

CE077288	ED424378
CE077289	ED424379
CE077290	ED424380
CE077291	ED424381
CE077292	ED424382
CE077293	ED424383
CE077294	ED424384
CE077295	ED424385
CE077296	ED424386
CE077297	ED424387
CE077298	ED424388
CE077299	ED424389
CE077300	ED424390
CE077301	ED424391
CE077302	ED424392
CE077306	ED424393
CE077307	ED424394
CE077308	ED424395
CE077311	ED424396
CE077317	ED424397
CE077319	ED424398
CE077322	ED424399
CE077323	ED424400
CE077327	ED424401
CE077328	ED424402
CE077340	ED424403
CE077341	ED424404
CE077343	ED424405
CE077344	ED424406
CE077345	ED424407
CE077362	ED424408
CE077363	ED424409
CE077365	ED424410
CE077371	ED424411
CE077373	ED424412
CE077375	ED424413
CE077388	ED424414
CE077389	ED424415
CE077390	ED424416
CE077392	ED424417
CE077393	ED424418
CE077396	ED424419
CE077398	ED424420
CE077399	ED424421
CE077400	ED424422
CE077401	ED424423
CE077402	ED424424
CE077407	ED424425
CE077408	ED424426
CE077409	ED424427
CE077410	ED424428
CE077411	ED424429
CE077412	ED424430
CE077413	ED424431
CE077414	ED424432
CE077415	ED424433
CE077418	ED424434
CE077419	ED424435
CE077420	ED424436
CE077431	ED424437
CE077432	ED424438
CE077433	ED424439
CE077434	ED424440
CE077435	ED424441

HE031668	ED424814
HE031669	ED424815
HE031670	ED424816
HE031671	ED424817
HE031672	ED424818
HE031673	ED424819
HE031674	ED424820
HE031675	ED424821
HE031676	ED424822
HE031677	ED424823
HE031678	ED424824
HE031679	ED424825
HE031680	ED424826
HE031681	ED424827
HE031682	ED424828
HE031683	ED424829
HE031684	ED424830
HE031685	ED424831
HE031686	ED424832
HE031687	ED424833
HE031688	ED424834
HE031689	ED424835
HE031691	ED424836
HE031692	ED424837
HE031693	ED424838
HE031694	ED424839
HE031695	ED424840
HE031696	ED424841//
HE031697	ED424842//
HE031698	ED424843//
HE031699	ED424844//
HE031700	ED424845
HE031701	ED424846
HE031702	ED424847//
HE031703	ED424848
HE031704	ED424849
HE031705	ED424850
HE031706	ED424851

IR - Information and Technology

IR018935	ED423817//
IR018952	ED423818
IR019040	ED423819
IR019041	ED423820
IR019042	ED423821
IR019043	ED423822
IR019044	ED423823
IR019045	ED423824
IR019046	ED423825
IR019047	ED423826
IR019048	ED423827
IR019049	ED423828
IR019050	ED423829
IR019051	ED423830
IR019052	ED423831
IR019053	ED423832
IR019054	ED423833
IR019055	ED423834
IR019056	ED423835
IR019057	ED423836
IR019058	ED423837
IR019059	ED423838
IR019060	ED423839

SP038212	ED425136
SP038213	ED425137
SP038214	ED425138//
SP038215	ED425139//
SP038216	ED425140//
SP038217	ED425141//
SP038218	ED425142
SP038219	ED425143
SP038220	ED425144
SP038221	ED425145
SP038224	ED425146
SP038225	ED425147
SP038226	ED425148
SP038227	ED425149
SP038228	ED425150
SP038229	ED425151
SP038230	ED425152
SP038231	ED425153//
SP038232	ED425154
SP038233	ED425155
SP038234	ED425156
SP038235	ED425157
SP038236	ED425158
SP038238	ED425159
SP038239	ED425160
SP038240	ED425161
SP038241	ED425162
SP038242	ED425163
SP038243	ED425164
SP038245	ED425165
SP038246	ED425166
SP038248	ED425167

TM - Assessment and Evaluation

TM027280	ED424232//
TM027282	ED424233
TM027285	ED424234
TM027361	ED424235
TM027362	ED424236
TM027363	ED424237
TM027364	ED424238
TM028934	ED425168
TM028987	ED425169
TM029065	ED424239//
TM029066	ED424240//
TM029067	ED424241//
TM029069	ED424242//
TM029070	ED424243//
TM029116	ED424244
TM029117	ED424245
TM029118	ED424246
TM029119	ED424247
TM029120	ED424248
TM029121	ED424249
TM029122	ED424250
TM029123	ED424251
TM029124	ED424252
TM029125	ED424253
TM029126	ED424254
TM029127	ED424255
TM029128	ED424256//
TM029129	ED424257//
TM029130	ED424258

TM029132	ED424259
TM029133	ED424260
TM029134	ED424261
TM029135	ED424262
TM029136	ED424263
TM029137	ED424264
TM029138	ED424265
TM029139	ED424266
TM029140	ED424267
TM029141	ED424268
TM029142	ED424269
TM029143	ED424270
TM029144	ED424271
TM029145	ED424272
TM029146	ED424273
TM029147	ED424274//
TM029148	ED424275//
TM029155	ED424276
TM029156	ED424277
TM029157	ED424278
TM029159	ED424279
TM029160	ED424280
TM029161	ED424281
TM029162	ED424282
TM029163	ED424283
TM029165	ED424284
TM029166	ED424285
TM029167	ED424286
TM029170	ED424287
TM029171	ED424288
TM029172	ED424289
TM029173	ED424290
TM029174	ED424291
TM029175	ED424292
TM029179	ED424293
TM029182	ED424294
TM029185	ED424295
TM029186	ED424296
TM029189	ED424297
TM029190	ED424298//
TM029191	ED424299//
TM029192	ED424300
TM029193	ED424301
TM029194	ED424302
TM029195	ED424303
TM029202	ED424304
TM029209	ED424305
TM029210	ED424306
TM029211	ED425170
TM029212	ED425171
TM029214	ED425172
TM029220	ED425173
TM029226	ED425174
TM029231	ED425175
TM029238	ED425176
TM029239	ED425177//
TM029240	ED424307
TM029241	ED425178
TM029242	ED425179
TM029243	ED425180
TM029244	ED425181
TM029245	ED425182
TM029246	ED425183
TM029247	ED425184

CE077436	ED424442
CE077437	ED424443
CE077438	ED424444
CE077439	ED424445
CE077441	ED424446
CE077445	ED424447
CE077446	ED424448
CE077447	ED424449
CE077450	ED424450
CE077451	ED424451
CE077461	ED424452
CE077462	ED424453
CE077463	ED424454
CE077464	ED424455
CE077465	ED424456
CE077466	ED424457
CE077467	ED424458
CE077468	ED424459
CE077469	ED424460
CE077470	ED424461
CE077471	ED424462
CE077472	ED424463
CE077473	ED424464
CE077474	ED424465
CE077475	ED424466
CE077476	ED424467
CE077477	ED424468
CE077478	ED424469
CE077479	ED424470
CE077480	ED424471
CE077481	ED424472
CE077482	ED424473
CE077483	ED424474
CE077484	ED424475
CE077485	ED424476
CE077486	ED424477
CE077487	ED424478
CE077488	ED424479

CG - Counseling and Student Services

CG027772	ED423452
CG027846	ED423453
CG028297	ED424480
CG028355	ED423454
CG028376	ED423455
CG028489	ED423456
CG028603	ED424481
CG028612	ED423457
CG028614	ED423458
CG028636	ED423459//
CG028672	ED423460
CG028674	ED423461
CG028675	ED423462
CG028676	ED423463//
CG028678	ED423464
CG028679	ED423465
CG028682	ED423466
CG028683	ED423467
CG028684	ED423468
CG028686	ED423469
CG028688	ED423470
CG028690	ED423471
CG028691	ED423472

IR019061	ED423840
IR019062	ED423841
IR019063	ED423842
IR019064	ED423843
IR019065	ED423844
IR019066	ED423845
IR019067	ED423846
IR019068	ED423847
IR019069	ED423848
IR019070	ED423849
IR019071	ED423850
IR019072	ED423851
IR019073	ED423852
IR019074	ED423853
IR019075	ED423854
IR019076	ED423855
IR019077	ED423856
IR019078	ED423857
IR019079	ED423858
IR019080	ED423859
IR019081	ED423860
IR019082	ED423861
IR019083	ED423862
IR019084	ED423863
IR019085	ED423864
IR019086	ED423865
IR019087	ED423866
IR019088	ED423867
IR019089	ED423868
IR019090	ED423869
IR019091	ED423870
IR019092	ED423871
IR019093	ED423872
IR019094	ED423873
IR019104	ED423874
IR019106	ED423875
IR019107	ED423876
IR019108	ED423877
IR019109	ED423878
IR019110	ED423879//
IR019112	ED423880//
IR019114	ED423881
IR019115	ED423882
IR019116	ED423883
IR019117	ED423884
IR019118	ED423885//
IR019119	ED423886
IR019120	ED424852
IR019121	ED424853
IR019159	ED423887
IR019416	ED423888
IR057191	ED423889
IR057192	ED423890
IR057193	ED423891
IR057194	ED423892
IR057195	ED423893
IR057196	ED423894
IR057197	ED423895//
IR057198	ED423896//
IR057199	ED423897
IR057200	ED423898
IR057201	ED423899
IR057202	ED423900
IR057203	ED423901

CG028692	ED423473
CG028694	ED423474
CG028695	ED423475
CG028697	ED423476//
CG028698	ED423477//
CG028699	ED423478
CG028700	ED423479
CG028702	ED423480//
CG028703	ED423481
CG028704	ED423482
CG028708	ED423483
CG028709	ED423484
CG028710	ED423485
CG028711	ED423486
CG028717	ED423487
CG028718	ED423488
CG028720	ED423489
CG028722	ED423490
CG028723	ED423491
CG028724	ED423492
CG028726	ED423493
CG028733	ED423494
CG028736	ED423495//
CG028737	ED423496//
CG028738	ED423497//
CG028739	ED424482//
CG028740	ED423498//
CG028741	ED424483//
CG028742	ED423499//
CG028745	ED424484//
CG028746	ED423500//
CG028748	ED423501//
CG028749	ED423502//
CG028750	ED423503//
CG028751	ED423504//
CG028752	ED424485//
CG028753	ED423505//
CG028757	ED424486//
CG028758	ED424487//
CG028759	ED424488//
CG028764	ED424489//
CG028765	ED424490//
CG028766	ED424491//
CG028767	ED424492//
CG028768	ED424493//
CG028770	ED424494//
CG028772	ED424495
CG028773	ED424496//
CG028774	ED424497
CG028775	ED424498
CG028776	ED424499
CG028777	ED424500
CG028780	ED424501
CG028781	ED424502
CG028782	ED424503
CG028784	ED424504
CG028786	ED424505
CG028787	ED424506
CG028788	ED424507//
CG028789	ED424508//
CG028790	ED424509
CG028796	ED424510
CG028797	ED424511//
CG028799	ED424512

IR057204	ED423902
IR057205	ED423903
IR057206	ED423904
IR057207	ED423905
IR057208	ED423906
IR057209	ED423907//
IR057211	ED423908//
IR057212	ED423909
IR057213	ED423910
IR057214	ED423911
IR057215	ED423912
IR057216	ED423913
IR057217	ED423914
IR057218	ED423915
IR057219	ED424854
IR057220	ED424855
IR057221	ED424856
IR057222	ED424857
IR057223	ED424858
IR057224	ED424859
IR057225	ED424860
IR057226	ED424861
IR057227	ED424862
IR057228	ED424863//
IR057229	ED424864
IR057230	ED424865
IR057231	ED424866
IR057232	ED424867
IR057234	ED424868
IR057235	ED424869
IR057237	ED424870
IR057239	ED424871
IR057240	ED424872//
IR057241	ED424873
IR057242	ED424874//
IR057243	ED424875//

JC - Community Colleges

JC980006	ED423916
JC980066	ED423917
JC980067	ED423918
JC980077	ED423919
JC980385	ED423920
JC980386	ED423921
JC980402	ED423922
JC980405	ED423923
JC980416	ED423924
JC980417	ED423925
JC980418	ED423926
JC980419	ED423927
JC980424	ED423928
JC980425	ED423929
JC980426	ED423930
JC980427	ED423931
JC980428	ED423932
JC980429	ED423933
JC980430	ED423934
JC980431	ED423935
JC980432	ED423936
JC980441	ED423937
JC980442	ED423938
JC980445	ED423939
JC980446	ED423940

TM029248	ED425185
TM029249	ED425186
TM029251	ED425187
TM029252	ED425188
TM029253	ED425189
TM029254	ED425190
TM029255	ED425191
TM029256	ED425192
TM029262	ED425193
TM029264	ED425194
TM029265	ED425195
TM029266	ED425196
TM029267	ED425197//
TM029269	ED425198//
TM029270	ED425199//
TM029271	ED425200//
TM029272	ED425201//
TM029274	ED424308
TM029275	ED425202
TM029318	ED425203
TM029386	ED425204
TM029387	ED425205
TM029395	ED425206//
TM029625	ED424309

UD - Urban Education

UD031989	ED424310
UD032574	ED424311
UD032575	ED424312
UD032576	ED424313
UD032577	ED424314
UD032578	ED424315
UD032579	ED424316
UD032580	ED424317
UD032581	ED424318
UD032582	ED424319
UD032583	ED424320
UD032584	ED424321
UD032585	ED424322//
UD032586	ED424323//
UD032587	ED424324
UD032588	ED424325
UD032589	ED424326
UD032590	ED424327
UD032591	ED424328
UD032592	ED424329
UD032593	ED424330
UD032594	ED424331
UD032595	ED424332
UD032596	ED424333
UD032597	ED424334//
UD032598	ED424335//
UD032599	ED424336
UD032600	ED424337
UD032601	ED424338
UD032602	ED424339
UD032603	ED424340
UD032604	ED424341
UD032605	ED424342
UD032606	ED424343
UD032607	ED424344
UD032608	ED424345
UD032610	ED424346//

UD032611	ED424347//
UD032612	ED424348
UD032616	ED425207
UD032617	ED425208
UD032618	ED425209
UD032620	ED425210
UD032622	ED425211
UD032623	ED425212
UD032624	ED425213
UD032625	ED425214
UD032626	ED425215
UD032627	ED425216
UD032628	ED425217
UD032629	ED425218
UD032630	ED425219
UD032631	ED425220
UD032632	ED425221
UD032633	ED425222
UD032634	ED425223//
UD032635	ED425224//
UD032636	ED424349
UD032637	ED425225
UD032638	ED425226
UD032639	ED425227
UD032640	ED425228
UD032641	ED425229
UD032642	ED425230
UD032643	ED425231
UD032644	ED425232
UD032645	ED425233
UD032646	ED425234
UD032647	ED425235
UD032648	ED425236
UD032649	ED425237
UD032650	ED425238
UD032651	ED425239
UD032652	ED425240
UD032653	ED425241
UD032654	ED425242
UD032655	ED425243
UD032656	ED425244
UD032657	ED425245//
UD032658	ED425246//
UD032659	ED425247
UD032660	ED425248
UD032661	ED425249
UD032662	ED425250
UD032663	ED425251
UD032666	ED425252
UD032668	ED425253
UD032669	ED425254
UD032671	ED425255
UD032672	ED425256
UD032673	ED425257
UD032674	ED425258
UD032675	ED425259
UD032677	ED425260
UD032678	ED425261
UD032680	ED425262//
UD032681	ED425263

CG028800	ED424513
CG028801	ED424514
CG028802	ED424515
CG028803	ED424516
CG028804	ED424517
CG028805	ED424518
CG028806	ED424519
CG028808	ED424520//
CG028812	ED424521
CG028813	ED424522
CG028814	ED424523
CG028815	ED424524
CG028816	ED424525
CG028817	ED424526
CG028818	ED424527
CG028833	ED424528
CG028837	ED424529
CG028840	ED424530
CG028841	ED424531
CG028842	ED424532
CG028843	ED424533
CG028844	ED424534//
CG028847	ED424535
CG028848	ED424536
CG028849	ED424537
CG028870	ED424538
CG028871	ED424539
CG028873	ED424540
CG028874	ED424541
CG028875	ED424542
CG028876	ED424543
CG028878	ED424544
CG028880	ED424545
CG028881	ED424546
CG028882	ED424547
CG028888	ED424548
CG028890	ED424549
CG028892	ED424550
CG028893	ED424551
CG028894	ED424552
CG028895	ED424553
CG028896	ED424554
CG028897	ED424555
CG028899	ED424556
CG028904	ED424557
CG028907	ED424558

CS - Reading, English, and Communication

CS013271	ED423506
CS013272	ED423507
CS013273	ED423508//
CS013274	ED423509
CS013276	ED423510
CS013277	ED423511
CS013278	ED424559//
CS013279	ED423512
CS013282	ED423513//
CS013283	ED423514
CS013284	ED423515
CS013285	ED424560
CS013287	ED424561//
CS013288	ED423516
CS013289	ED423517

JC980447	ED423941
JC980448	ED423942
JC980449	ED423943
JC980450	ED423944
JC980451	ED423945
JC980453	ED423946
JC980454	ED424876
JC980455	ED424877
JC980456	ED424878
JC980457	ED424879
JC980458	ED424880
JC980460	ED424881
JC980461	ED424882
JC980462	ED424883
JC980463	ED424884
JC980464	ED424885
JC980465	ED424886
JC980466	ED424887
JC980467	ED424888
JC980468	ED424889
JC980469	ED424890
JC980470	ED424891
JC980471	ED424892
JC980472	ED424893
JC990002	ED424894
JC990004	ED424895
JC990005	ED424896
JC990007	ED424897
JC990008	ED424898
JC990009	ED424899

PS - Elementary and Early Childhood Education

PS024573	ED424900
PS025182	ED423947//
PS025183	ED423948//
PS025282	ED423949
PS025979	ED424901
PS025981	ED424902
PS025996	ED423950
PS026019	ED423951
PS026092	ED423952
PS026240	ED423953
PS026274	ED423954
PS026364	ED423955
PS026589	ED423956
PS026631	ED424903
PS026632	ED424904
PS026676	ED424905
PS026684	ED423957
PS026804	ED423958//
PS026805	ED423959//
PS026806	ED423960//
PS026807	ED423961//
PS026810	ED424906
PS026858	ED424907
PS026859	ED423962
PS026860	ED423963
PS026872	ED423964
PS026881	ED423965
PS026882	ED423966
PS026883	ED423967
PS026884	ED423968
PS026885	ED423969

CS013290	ED424562
CS013291	ED424563
CS013292	ED424564
CS013293	ED424565
CS013294	ED423518
CS013295	ED423519
CS013296	ED424566
CS013297	ED424567
CS013299	ED424568
CS013306	ED424569//
CS215843	ED424570
CS215866	ED424571
CS215971	ED423520
CS216461	ED424572//
CS216462	ED423521//
CS216463	ED423522//
CS216464	ED423523//
CS216465	ED423524//
CS216482	ED423525
CS216483	ED423526
CS216484	ED423527//
CS216485	ED423528//
CS216486	ED423529
CS216487	ED423530
CS216488	ED423531
CS216489	ED423532
CS216490	ED423533
CS216491	ED423534
CS216492	ED424573//
CS216493	ED423535
CS216494	ED423536
CS216495	ED423537
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CS216497	ED423539
CS216498	ED424574
CS216500	ED424575
CS216501	ED424576
CS216502	ED424577
CS216503	ED424578
CS216505	ED423540
CS216506	ED423541
CS216507	ED423542
CS216508	ED423543
CS216509	ED423544
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CS216511	ED424579
CS216512	ED423546
CS216513	ED423547
CS216514	ED423548//
CS216515	ED424580
CS216516	ED423549
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CS216519	ED424582
CS216520	ED423550
CS216521	ED423551
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CS216525	ED424584
CS216526	ED424585
CS216527	ED424586
CS216528	ED423553//
CS216529	ED424587
CS216530	ED424588
CS216531	ED424589

PS026886	ED423970
PS026887	ED423971
PS026888	ED423972
PS026889	ED423973
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PS026891	ED423975
PS026892	ED423976
PS026893	ED423977
PS026904	ED423978
PS026905	ED423979
PS026907	ED423980
PS026908	ED424908
PS026911	ED423981
PS026913	ED423982
PS026918	ED423983
PS026921	ED424909//
PS026924	ED423984
PS026930	ED423985//
PS026931	ED423986
PS026938	ED423987
PS026939	ED423988
PS026940	ED423989
PS026942	ED423990
PS026943	ED423991
PS026944	ED423992
PS026946	ED423993
PS026947	ED423994
PS026948	ED423995
PS026949	ED423996
PS026952	ED423997//
PS026953	ED423998//
PS026958	ED423999
PS026960	ED424000
PS026966	ED424001
PS026967	ED424002
PS026968	ED424003//
PS026970	ED424004
PS026971	ED424005//
PS026973	ED424006
PS026975	ED424007
PS026976	ED424008
PS026977	ED424009
PS026978	ED424010
PS026980	ED424011
PS026982	ED424012
PS026983	ED424013
PS026984	ED424910//
PS026985	ED424014
PS026986	ED424015
PS026987	ED424016
PS026990	ED424911
PS026991	ED424912
PS026992	ED424913
PS026993	ED424914
PS026994	ED424915
PS026995	ED424017
PS026996	ED424018
PS026997	ED424019
PS026998	ED424020
PS026999	ED424021
PS027000	ED424022
PS027001	ED424023
PS027002	ED424024
PS027003	ED424025

CS216532	ED424590
CS216533	ED424591
CS216534	ED424592
CS216535	ED424593
CS509875	ED424594//
CS509896	ED423554
CS509897	ED423555//
CS509898	ED423556
CS509899	ED424595
CS509900	ED424596
CS509901	ED423557
CS509902	ED423558
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CS509904	ED423560
CS509905	ED423561
CS509906	ED423562
CS509907	ED423563
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CS509909	ED423565
CS509910	ED423566
CS509911	ED423567
CS509912	ED423568
CS509913	ED423569
CS509914	ED423570
CS509915	ED423571
CS509916	ED423572
CS509917	ED423573
CS509918	ED423574
CS509919	ED423575
CS509920	ED423576
CS509921	ED423577
CS509922	ED423578
CS509925	ED424597
CS509926	ED424598
CS509927	ED424599
CS509928	ED424600
CS509929	ED424601
CS509930	ED424602
CS509931	ED424603
CS509933	ED424604
CS509934	ED424605
CS509935	ED424606
CS509938	ED424607

EA - Educational Management

EA027912	ED424608
EA027913	ED424609
EA027914	ED424610
EA027915	ED424611
EA028775	ED423579
EA028797	ED423580//
EA028798	ED423581//
EA028846	ED423582//
EA028887	ED423583
EA028890	ED423584//
EA028897	ED423585//
EA028925	ED424612
EA029087	ED423586
EA029088	ED423587
EA029198	ED423588
EA029202	ED423589
EA029212	ED424613
EA029213	ED424614

PS027004	ED424026
PS027005	ED424027
PS027006	ED424916
PS027007	ED424917
PS027008	ED424918
PS027009	ED424919
PS027010	ED424920
PS027011	ED424028
PS027012	ED424029
PS027013	ED424921
PS027014	ED424030//
PS027015	ED424922
PS027016	ED424923
PS027017	ED424031
PS027018	ED424032
PS027019	ED424033
PS027020	ED424034
PS027021	ED424924
PS027022	ED424035//
PS027023	ED424925//
PS027024	ED424926
PS027025	ED424927
PS027026	ED424928
PS027027	ED424929
PS027028	ED424930
PS027029	ED424931
PS027030	ED424932
PS027039	ED424933
PS027047	ED424934
PS027048	ED424036
PS027049	ED424935
PS027050	ED424936
PS027051	ED424937
PS027052	ED424938
PS027053	ED424939
PS027061	ED424940
PS027062	ED424941
PS027065	ED424942
PS027067	ED424943
PS027070	ED424944
PS027072	ED424037
PS027074	ED424945
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PS027077	ED424948
PS027078	ED424949
PS027079	ED424950
PS027080	ED424951
PS027081	ED424952
PS027082	ED424953
PS027083	ED424954
PS027085	ED424955
PS027086	ED424956
PS027087	ED424957
PS027090	ED424958
PS027091	ED424959
PS027092	ED424960
PS027093	ED424961
PS027094	ED424962
PS027095	ED424963
PS027096	ED424964
PS027097	ED424965
PS027098	ED424966
PS027099	ED424967

EA029259	ED423590
EA029263	ED423591
EA029267	ED423592
EA029298	ED423593
EA029306	ED423594
EA029316	ED424615
EA029320	ED424616
EA029322	ED424617//
EA029360	ED423595
EA029361	ED423596
EA029362	ED423597
EA029364	ED423598
EA029367	ED423599
EA029368	ED423600
EA029369	ED423601
EA029370	ED423602
EA029371	ED423603
EA029372	ED423604
EA029374	ED424618
EA029375	ED424619
EA029376	ED423605
EA029377	ED423606
EA029378	ED423607
EA029379	ED423608
EA029382	ED424620
EA029383	ED424621
EA029384	ED424622
EA029385	ED424623
EA029387	ED424624
EA029388	ED424625
EA029389	ED424626
EA029390	ED424627
EA029391	ED424628
EA029392	ED424629
EA029393	ED424630
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EA029397	ED424634
EA029398	ED424635
EA029399	ED424636
EA029400	ED424637
EA029401	ED423609
EA029403	ED424638
EA029405	ED424639
EA029406	ED424640
EA029407	ED424641
EA029408	ED424642
EA029409	ED424643
EA029410	ED424644
EA029411	ED424645
EA029412	ED424646
EA029413	ED424647
EA029414	ED424648
EA029415	ED424649
EA029416	ED424650
EA029417	ED424651
EA029418	ED424652
EA029419	ED424653
EA029420	ED424654
EA029421	ED424655
EA029423	ED423610
EA029424	ED423611
EA029425	ED423612

PS027100	ED424968
PS027101	ED424969
PS027102	ED424970
PS027103	ED424971
PS027105	ED424038
PS027106	ED424972
PS027109	ED424973//
PS027110	ED424974//
PS027113	ED424975//
PS027114	ED424976//
PS027125	ED424977
PS027126	ED424978
PS027136	ED424979
PS027138	ED424980
PS027145	ED424981
PS027162	ED424982
PS027163	ED424983
PS027166	ED424984
PS027167	ED424985
PS027168	ED424986
PS027169	ED424987
PS027171	ED424988
PS027175	ED424989
PS027176	ED424990
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PS027178	ED424992
PS027179	ED424993
PS027180	ED424994
PS027181	ED424995
PS027182	ED424996
PS027183	ED424997
PS027184	ED424998
PS027185	ED424999
PS027186	ED425000
PS027187	ED425001
PS027188	ED425002
PS027189	ED425003
PS027190	ED425004
PS027191	ED425005
PS027192	ED425006
PS027193	ED425007
PS027194	ED425008
PS027195	ED425009
PS027196	ED425010
PS027197	ED425011
PS027198	ED425012
PS027199	ED425013
PS027200	ED425014
PS027201	ED425015
PS027202	ED425016
PS027203	ED425017
PS027204	ED425018
PS027205	ED425019
PS027206	ED425020
PS027207	ED425021
PS027208	ED425022
PS027209	ED425023
PS027210	ED425024
PS027211	ED425025
PS027212	ED425026

RC - Rural Education and Small Schools

RC021116	ED424039

EA029426	ED423613
EA029427	ED424656
EA029428	ED424657
EA029429	ED424658
EA029430	ED424659
EA029431	ED424660
EA029432	ED424661
EA029433	ED424662
EA029434	ED424663
EA029435	ED424664
EA029436	ED424665
EA029437	ED424666
EA029438	ED424667
EA029439	ED424668
EA029440	ED423614
EA029442	ED424669
EA029443	ED424670
EA029444	ED423615
EA029445	ED424671
EA029446	ED424672
EA029447	ED424673
EA029451	ED424674
EA029452	ED424675
EA029454	ED424676
EA029456	ED424677
EA029457	ED424678
EA029458	ED424679
EA029459	ED424680
EA029460	ED424681
EA029461	ED424682
EA029462	ED424683
EA029463	ED424684
EA029464	ED424685
EA029465	ED424686
EA029466	ED424687
EA029467	ED423616
EA029468	ED424688
EA029469	ED424689
EA029470	ED424690
EA029471	ED424691
EA029472	ED424692
EA029473	ED424693
EA029475	ED424694//
EA029476	ED424695
EA029477	ED424696
EA029478	ED424697
EA029498	ED424698
EA029502	ED424699

EC - Disabilities and Gifted Education

EC305947	ED423617
EC305948	ED423618
EC305949	ED423619
EC305950	ED423620
EC305951	ED423621
EC305952	ED423622
EC305953	ED423623
EC305954	ED423624
EC305955	ED423625
EC305968	ED423626
EC305969	ED423627
EC305970	ED423628
EC305971	ED423629

RC021367	ED424040
RC021480	ED425027
RC021640	ED424041
RC021649	ED424042//
RC021657	ED424043
RC021662	ED425028//
RC021667	ED425029
RC021668	ED425030
RC021670	ED425031
RC021682	ED425032
RC021683	ED425033
RC021686	ED424044//
RC021687	ED425034
RC021688	ED424045
RC021689	ED424046
RC021692	ED425035
RC021693	ED424047
RC021694	ED424048
RC021695	ED424049
RC021699	ED424050
RC021700	ED424051
RC021701	ED424052
RC021702	ED424053
RC021703	ED424054
RC021704	ED424055
RC021705	ED424056
RC021706	ED424057
RC021707	ED424058
RC021708	ED424059
RC021709	ED424060
RC021710	ED424061
RC021711	ED424062
RC021712	ED424063
RC021713	ED424064
RC021714	ED424065
RC021715	ED424066
RC021716	ED424067
RC021717	ED424068
RC021718	ED424069
RC021719	ED424070
RC021720	ED424071
RC021721	ED424072
RC021722	ED424073
RC021723	ED424074
RC021724	ED424075
RC021725	ED424076
RC021726	ED424077
RC021727	ED424078
RC021728	ED424079
RC021729	ED424080
RC021730	ED424081
RC021731	ED424082
RC021732	ED425036//
RC021733	ED425037//
RC021734	ED424083//
RC021736	ED425038
RC021738	ED425039
RC021739	ED425040
RC021740	ED425041
RC021741	ED425042
RC021742	ED425043
RC021743	ED425044
RC021744	ED425045
RC021755	ED425046

EC305972	ED423630
EC306033	ED423631//
EC306330	ED424700
EC306502	ED423632
EC306612	ED424701
EC306613	ED424702
EC306616	ED424703
EC306705	ED423633
EC306706	ED423634
EC306707	ED423635
EC306708	ED423636
EC306709	ED423637
EC306713	ED423638
EC306714	ED423639
EC306715	ED423640
EC306719	ED423641
EC306721	ED423642
EC306723	ED423643
EC306734	ED423644
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EC306736	ED423646
EC306737	ED423647
EC306740	ED423648
EC306741	ED423649
EC306756	ED423650
EC306757	ED423651
EC306758	ED423652
EC306759	ED423653
EC306760	ED423654
EC306761	ED423655
EC306762	ED423656
EC306763	ED423657
EC306767	ED423658
EC306790	ED424704
EC306791	ED424705
EC306794	ED424706
EC306795	ED424707
EC306796	ED424708
EC306797	ED424709
EC306798	ED424710
EC306799	ED424711
EC306800	ED424712
EC306818	ED424713
EC306819	ED424714
EC306821	ED424715
EC306822	ED424716
EC306823	ED424717
EC306824	ED424718
EC306825	ED424719
EC306836	ED424720
EC306843	ED424721//
EC306956	ED424722

EF - Eric Facility

EF005025	ED423659
EF005102	ED424723
EF005103	ED424724
EF005105	ED424725

FL - Language and Linguistics

FL024404	ED424726
FL024725	ED423660

RC021756	ED425047
RC021757	ED425048
RC021758	ED425049
RC021759	ED425050
RC021760	ED425051
RC021763	ED425052

SE - Science, Mathematics, and Environmental Ed

SE060438	ED425053
SE060605	ED425054
SE060734	ED424084
SE060851	ED424085
SE060852	ED424086
SE060853	ED424087
SE061032	ED425055
SE061237	ED424088
SE061618	ED424089
SE061660	ED424090
SE061661	ED424091
SE061662	ED424092
SE061760	ED424093//
SE061793	ED424094
SE061794	ED424095
SE061795	ED424096
SE061798	ED424097//
SE061801	ED425056
SE061802	ED424098//
SE061803	ED424099//
SE061805	ED424100//
SE061808	ED424101
SE061815	ED424102
SE061816	ED424103
SE061824	ED424104//
SE061825	ED424105//
SE061828	ED424106
SE061835	ED424107
SE061836	ED424108
SE061838	ED424109
SE061839	ED424110
SE061843	ED424111
SE061846	ED424112
SE061850	ED424113
SE061851	ED425057
SE061853	ED425058
SE061854	ED425059
SE061855	ED425060
SE061856	ED425061
SE061860	ED425062
SE061861	ED425063
SE061862	ED424114
SE061863	ED424115
SE061864	ED424116
SE061867	ED425064
SE061873	ED425065
SE061877	ED425066
SE061878	ED425067
SE061879	ED425068
SE061881	ED425069
SE061883	ED425070//
SE061887	ED425071
SE061889	ED425072
SE061891	ED425073
SE061892	ED425074

FL024790	ED423661
FL024953	ED423662
FL025108	ED423663
FL025109	ED424727
FL025164	ED424728
FL025224	ED424729
FL025227	ED423664
FL025296	ED423665
FL025312	ED424730
FL025341	ED424731
FL025342	ED424732
FL025343	ED424733
FL025344	ED424734
FL025345	ED424735
FL025346	ED424736
FL025359	ED423666
FL025402	ED423667
FL025418	ED423668
FL025423	ED424737
FL025442	ED423669
FL025447	ED423670
FL025454	ED423671//
FL025473	ED423672
FL025474	ED423673
FL025475	ED423674
FL025476	ED423675
FL025477	ED423676
FL025478	ED423677
FL025479	ED423678
FL025480	ED423679
FL025481	ED423680
FL025482	ED423681//
FL025483	ED423682
FL025485	ED423683
FL025486	ED423684
FL025488	ED423685
FL025489	ED423686
FL025490	ED423687
FL025491	ED423688
FL025492	ED423689
FL025493	ED423690
FL025494	ED423691
FL025495	ED423692
FL025496	ED423693
FL025497	ED423694
FL025498	ED423695
FL025499	ED423696
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FL025502	ED424739
FL025503	ED424740
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FL025505	ED423699
FL025506	ED423700
FL025507	ED423701
FL025511	ED424741
FL025513	ED424742
FL025514	ED424743
FL025515	ED423702
FL025516	ED423703
FL025517	ED424744
FL025518	ED424745
FL025519	ED424746
FL025521	ED424747

SE061893	ED425075
SE061894	ED425076
SE061897	ED425077
SE061898	ED424117
SE061899	ED424118
SE061900	ED424119
SE061901	ED424120
SE061902	ED424121
SE061903	ED424122
SE061905	ED425078
SE061909	ED425079
SE061911	ED425080

SO - Social Studies/Social Science Education

SO026406	ED425081
SO026737	ED424123
SO027092	ED424124
SO027273	ED424125
SO027689	ED424126
SO028085	ED424127
SO028337	ED424128
SO028406	ED424129
SO028432	ED424130
SO028433	ED424131
SO028434	ED424132
SO028469	ED424133
SO028545	ED424134
SO028546	ED424135
SO028547	ED424136
SO028548	ED424137
SO028575	ED424138
SO028584	ED424139
SO028587	ED424140
SO028588	ED424141
SO028591	ED424142
SO028592	ED424143
SO028593	ED424144
SO028594	ED424145
SO028595	ED424146
SO028788	ED424147
SO028906	ED425082
SO028977	ED425083
SO028978	ED425084
SO028979	ED424148
SO028981	ED425085
SO029008	ED425086
SO029009	ED425087
SO029048	ED424149
SO029174	ED424150
SO029177	ED424151
SO029212	ED424152
SO029213	ED424153
SO029214	ED424154
SO029218	ED424155
SO029219	ED424156
SO029220	ED424157
SO029221	ED425088
SO029223	ED424158
SO029225	ED424159
SO029226	ED424160
SO029227	ED424161
SO029249	ED424162
SO029250	ED424163

FL025522	ED423704
FL025523	ED424748
FL025529	ED424749
FL025531	ED424750//
FL025532	ED424751
FL025533	ED424752
FL025535	ED423705//
FL025536	ED423706
FL025537	ED424753
FL025538	ED424754
FL025539	ED424755
FL025540	ED424756//
FL025541	ED424757
FL025542	ED424758
FL025544	ED424759
FL025546	ED424760//
FL025548	ED424761
FL025550	ED424762
FL025551	ED424763
FL025552	ED424764
FL025553	ED424765
FL025557	ED424766
FL025558	ED424767
FL025559	ED424768
FL025564	ED424769
FL025567	ED424770
FL025570	ED424771
FL025572	ED424772
FL025574	ED424773
FL025575	ED424774
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FL025613	ED424789
FL025614	ED424790
FL025615	ED424791
FL025616	ED424792
FL801182	ED423707
FL801234	ED423708
FL801240	ED423709
FL801241	ED423710
FL801249	ED423711
FL801250	ED423712
FL801251	ED423713
FL801252	ED423714

S0029264	ED424164
S0029265	ED424165
S0029270	ED424166
S0029271	ED424167
S0029280	ED425089
S0029282	ED424168
S0029283	ED424169
S0029284	ED424170
S0029285	ED424171
S0029289	ED424172
S0029290	ED424173
S0029302	ED425090
S0029317	ED425091
S0029360	ED424174
S0029362	ED425092
S0029364	ED425093
S0029365	ED425094
S0029372	ED425095
S0029382	ED424175
S0029383	ED425096
S0029401	ED424176
S0029466	ED425097
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